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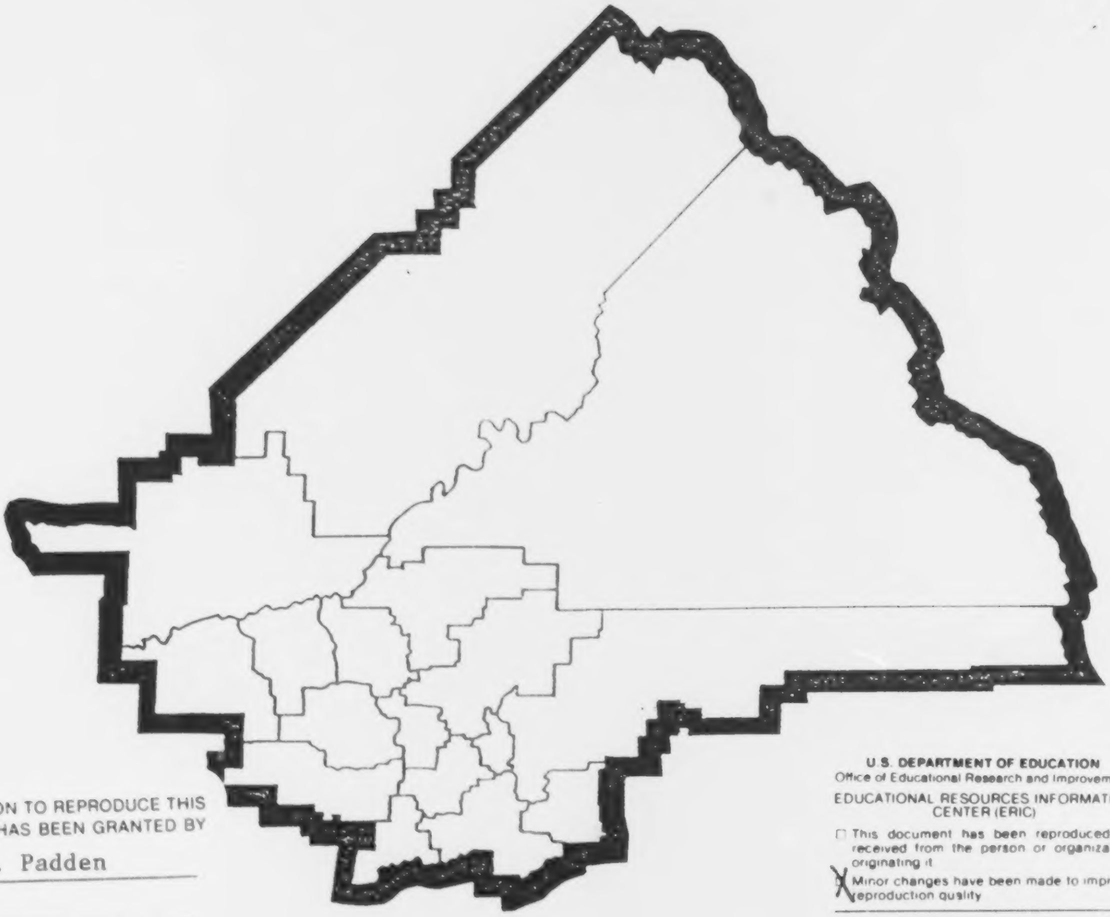
IDENTIFIERS	*2 Plus 2 Plus 2 Plus 1 Programs

ABSTRACT

In partnership with California State University, Fresno, the Fresno Metropolitan Regional Occupation Center/Program, and five lead school districts, the State Center Community College District developed a 2 + 2 + 2 + 1 Articulated Teacher Education Program to increase the number of teacher education candidates from underrepresented groups. During the first 6 months of the project, the colleges established teacher education centers, assigned student mentors to each of the community college campuses, provided the opportunity for college students to visit and recruit high school students into the teacher education field of study, and established 30 Teachers of Tomorrow Clubs on the local junior high and high school campuses. The two-part narrative section of this report provides an overview of the program, as well as a proposal for continued funding. Part I presents the program's 1989-90 annual report, including an abstract describing the current structure of the program, summaries of objectives and accomplishments, and descriptions of activities. Part II provides a detailed 1990-91 second year proposal, including subsections on evidence of administrative commitment, targeted student participants, the outreach plan, and student support and tracking systems. A comprehensive budget summary, which includes a completed budget-by-objective form for each participating agency, is provided next, after which the report concludes with a Statement of Compliance form. Extensive appendixes provide the 1992 Articulation Directory, sample recruitment brochures, the steering committee structure, a sample articulation repository listing, and sample Teachers of Tomorrow publicity materials. (Author/JMC)

ED348081

2+2+2= ARTICULATION: THE STUDENT'S KEY TO SUCCESS



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JC 920 325

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PART I

1989 - 1990 ANNUAL REPORT

Abstract Describing Program As It Exists Today

In partnership with California State University, Fresno (CSUF), five lead school districts: Clovis Unified School District (CUSD), Fresno Unified School District (FUSD), Kerman Unified School District (KUSD), Washington Union High School District (WUHSD), Parlier Unified School District (PUSD), and the Fresno Metropolitan Regional Occupation Center/Program (FMROC/P), the State Center Community College District (SCCCD) set out to develop a 2+2+2+1 Articulated Teacher Education Program for the purposes of increasing the number of teacher education candidates from under-represented groups.

The District and the project schools have been articulating for some three years, and have just begun to branch out from the vocational areas into the academic areas. These three segments have been working as full partners for nearly three years, but the partnership has been limited primarily to the vocational and technical education areas.

During its first six months of the 2+2+2+1 project, the colleges have established, teacher education centers, have student mentors assigned to each of the community college campuses, the University has provided the high school students with the opportunity for college students to visit and recruit high school students into the teacher education field of study, and some 30 Teachers of Tomorrow Clubs have been established on the local high school and junior high campuses.

A representative from the Fresno County Superintendent of Schools Office has been an active participant and serves as liaison for the Teachers of Tomorrow Clubs. Each participating institution has designated professionals responsible for the Teacher Education Program articulation effort.

Project liaison from CSUF has met with student services staff in the SCCCD and representatives from the local high schools to develop career path options in the areas of technical and industrial education and with students planning to become general education teachers at either the elementary, junior high, or high school levels.

Staff at the community college and university level are now examining the 19 waiver programs for meeting the credential requirements at CSUF and plan to disseminate that information to sophomores, juniors and seniors in the high schools during the coming year.

Brochures have been printed advertising the 2+2+2+1 concept. One is targeted toward those students interested in the vocational education credential; the other is targeted for those interested in pursuing a general education credential. These brochures will be distributed amongst the project schools beginning in the Fall term of 1990.

The 2+2+2+1 project is a natural follow-up to the 2+2+2 program that the District and the project schools have been involved in over the past three years. In effect, the SCCCD is working with some 30 different high schools within our service area and we currently have approximately 150 articulation agreements in place.

2 + 2 + 2 Articulated Career Education Programs
* * Teacher Education * *
Annual Progress Report
due August 1, 1990

Fiscal Agency STATE CENTER COMMUNITY COLLEGE DISTRICT

Project Director's Name and Title DR. HENRY M. PADDEN

VICE CHANCELLOR, PERSONNEL

Participating Secondary School Districts: (High School, ROP, and Adult Schools)

	Name	Contact Person
01.	Clovis Unified	Sue Fisher
02.	Fresno Unified	Darrel MacDonald
03.	Kerman Unified	Ron Reinhardt

Participating Community College Districts:

	Name	Contact Person
04.	State Center Community College Dist.-	Dr. Henry M. Padden
05.	Fresno City College	Dr. Carl Waddle
06.	Kings River Community College	Rosa Carlson

Participating 4-year College/Universities:

	Name	Contact Person
07.	California State University, Fresno -	Jolyne Daughtry
08.		
09.		

** Use reverse side for additional names**

Name of person with primary responsibility for completing this report:

Henry M. Padden	State Center Community College District
Name	District/School/College
	(209) 226-0720
Date	Telephone Number

Mail 3 copies to:

California Community College
Chancellor's Office
1107 Ninth Street
Sacramento, CA 95814
Attn: Connie Anderson

Mail 1 copy to:

Rancho Santiago Research Center
17th at Bristol Street, A-37
Santa Ana, CA 92706
Attn: Marlene Fredericksen

Participating Secondary School Districts (continued)

04.	Parlier Unified	Pat Herron
05.	Washington Union High School	John Pestorich
06.	FMROC/P	John Lockie
07.	Fresno County Superintendent's Office	~~Maria [illegible]~~ / Elizabeth Sullivan

Attachment A

2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS

Project Title: Teacher Education Program

Project Director: Dr. Henry M. Padden Phone #: (209) 226-0720

Area(s) of Emphasis (i.e., Electronics, Teacher Education, Agriculture, etc.)
Teacher Education

Fiscal Agency: State Center Community College District

Address: 1525 East Weldon Avenue, Fresno, California 93704

Signature of Chancellor/Superintendent/Director:

In cooperation with: (Obtain signatures from all institutions participating. (Attach additional forms if necessary.)

Community College District Chancellor/Superintendent:

District: State Center Community College District Name/Title: Bill F. Stewart, Chancellor

Signature: Bill F. Stewart Phone: 266-0720 Date: 6/21/90

Secondary School District Superintendent:

District: Fresno Unified School Dist. Name/Title: Frank Abbott, Supt.

Signature: Phone: 441-3000 Date: 6/21/90

Regional Occupational Superintendent/Director:

District: Fresno Metropolitan Regional Occupational Center/Program Name/Title: Bill Schultz, Administrator

Signature: Phone: 264-9767 Date: 6/21/90

Four-Year College Administrative Representative:

Institution: Cal State University, Fresno Name/Title: Barbara G. Burch, Dean, School of Education

Signature: Barbara G Burch Phone: 278-2623 Date: 6/21/90

Proposed Starting Date: September 1, 1990 Proposed Ending Date: June 30, 1991

Send ten (10) copies of the completed application to Lucy Berger, California Community Colleges, Chancellor's Office, 1107 Ninth Street, 9th Floor, Sacramento, CA 95814. These projects must be received no later than June 28, 1990, 5:00 p.m.

1. **Project** Objectives, summarized briefly	2. Description of Progress, during 1989-90	3. Completion Status*
Goal 1: Develop and support a fully articulated 2+2+2+1 Teacher Education Program.		
Objective 1: Establish a Teacher Education Network between secondary districts, the community colleges, and CSUF for professionals.	. one professional on each participating campus has been designated responsible for the teacher education program.	(a)
	. a teacher education center has been established on each of the college campuses.	(a)
	. project mentors have been assigned to each community college by CSUF.	(a)
	. a certificated staff member has been reassigned time to promote high school/community college English A/1A articulation efforts.	(b)
	. an information sheet for Teachers of Tomorrow Club members on requirements for elementary and secondary teachers has been developed.	(a)

* a) completed b) partially completed c) not yet addressed

Use additional copies of this page if necessary

1. Project Objectives, summarized briefly	2. Description of Progress, during 1989-90	3. Completion Status*
	. the CSUF project liaison met with student services staff from SCCCD to discuss teacher education career path options.	(a)
	. a Teacher Education Center was established at CSUF (School of Education and Human Development's Educational Equity Mentoring Center) at Fresno City and at Kings River Community College.	(a)
	. intersegmental consortium meetings are held monthly in conjunction with the regular monthly meeting of the 2+2+2 Articulation Steering Committee/Coordinating Committee meetings.	(ongoing)
	. inservice specifically for secondary teachers and counselors on career path options has not taken place to date, but is being planned for Fall 1990 when brochures and promotional materials will be completed.	(b)

* a) completed b) partially completed c) not yet addressed

Use additional copies of this page if necessary

1. Project Objectives, summarized briefly	2. Description of Progress, during 1989-90	3. Completion Status*
Objective 2: Establish a teacher education network between secondary districts, the community colleges, and CSUF for students.	. Teacher Education Centers have been established at FCC, KRCC, the participating secondary districts, and CSUF. Liaison is assigned from the Office of the Fresno County Superintendent of Schools.	(a)
	. Information sheets for Teachers of Tomorrow Club members on credential requirements for elementary and secondary (academic/-vocational education) teachers and teaching qualifications for community college and university level have been developed.	(a)
	. a general advertising brochure geared for middle/high school and community college students that promotes teaching as a profession was developed.	(a)
	. a specific brochure on teaching in the area of industrial technology was developed.	(a)
Objective 3: Plan and develop a bilingual/cross cultural AA/transfer program at Kings River Community College.	. a 2-year curricula for the program identifying current courses and new courses has been developed.	(a)

* a)completed b)partially completed c)not yet addressed

Use additional copies of this page if necessary

1. Project Objectives, summarized briefly	2. Description of Progress, during 1989-90	3. Completion Status*
	· the expected matriculation process for the proposed program to schedule classes properly has been developed.	(a)
	· eight separate articulation meetings and inservice activities for staff and new trainees have taken place throughout the year.	
Objective 4: Expand current articulation efforts of 2+2 to include an academic and vocational education teacher program "2+2+2+1."	· We have continued to build community college partnership with CSUF by having department heads at CSUF and the community colleges visit each other's sites and facilities. Emphasis is on course articulation that builds upon the 2+2 already established.	(on-going)
	· appropriate staff from the community colleges, the university, and the high schools meet regularly to examine course articulation and develop pathways leading to the credential in specified areas.	(on-going)

* a)completed b)partially completed c)not yet addressed

Use additional copies of this page if necessary

1. Project Objectives, summarized briefly	2. Description of Progress, during 1989-90	3. Completion Status*
	. a certificated staff member from Fresno City College has been released part time to develop articulation agreements in English. As of March 1990, English A has been articulated with six area high schools. Successful high school students may earn college credit for English A while still in high school and may have completed the English requirements for the AA degree while still in high school.	(a)
	. staff are currently working to articulate English 1A between all three levels.	(b)
	. faculty at the community colleges and CSUF are working to explore ways to articulate courses that have the same basic concept, but are offered as lower division at the community college, but offered as upper division at the university level.	(b)
Objective 5: Expand articulation efforts for academic courses, i.e., senior English with English A or AP English with English 1A.		

* a) completed b) partially completed c) not yet addressed

Use additional copies of this page if necessary

1. Project Objectives, summarized briefly	2. Description of Progress, during 1989-90	3. Completion Status*
	. one certificated staff member at Fresno City College has been assigned release time to accomplish this objective. Articulation agreements have been signed with 6 high schools articulating English A.	(b)
	. the C.G.P. test is administered by the colleges in the high school.	(on-going)
	. extra pay is given to teachers at the community colleges and the high schools to jointly and holistically score high school tests for community college placement.	(a)
	. dialogue is taking place between teachers at the high school level and the community colleges in the areas of Mathematics and Science.	(c)
Goal 2. To increase the number of Teacher Educator candidates from under-represented groups.		
Objective 1: Initiate and maintain the interest of ethnic minority students at the secondary level in the teaching profession.	. the number of Teachers of Tomorrow Clubs has been expanded from 8 to 31.	(a)

* a)completed b)partially completed c)not yet addressed

Use additional copies of this page if necessary

1. Project Objectives, summarized briefly	2. Description of Progress, during 1989-90	3. Completion Status*
	. the membership in existing clubs has been expanded by approximately 100%	(a)
	. a college awareness day was held at Fresno City College on April 26-27, and at Kings River Community College on April 26.	(a)
	. a Teachers of Tomorrow Luncheon cosponsored by the Fresno County Office of Education, The Fresno County Hispanic Task Force, and Phi Delta Kappa was held on May 10, 1990, in the Fresno Hilton Grand Ballroom. The guest speaker was Dr. Bernice Bass de Martinez, chairperson, Teacher Education Dept., CSUF.	(a)
	. a gala "Teachers of Tomorrow" fund-raiser featuring a social hour, music, silent auction and celebrity guest was held at the newly refurbished Tower Theater on May 11, 1990.	(a)

* a)completed b)partially completed c)not yet addressed

Use additional copies of this page if necessary

1. Project Objectives, summarized briefly	2. Description of Progress, during 1989-90	3. Completion Status*
	. the Association of Mexican American Educators hosted the 8th Annual Day of the Teacher Banquet on May 10, 1990.	(a)
	. a special workshop to provide information that will help prepare students for a career in education at CSUF was conducted on April 17, 1990, at the Kings River Community College. The presenters were Dr. Barbara Burch, Dean, CSUF School of Education and Dr. Robert Monke, Associate Dean, CSUF School of Education.	(a)
	. a Teachers of Tomorrow Leadership Camp was conducted on the CSUF campus on June 7 and 8, 1990, for high school juniors and seniors.	(a)
Objective 2: Initiate and maintain the interest of ethnic minority students at the community college level in the profession of teaching.	. Establishment of Teachers of Tomorrow Clubs at FCC and KRCC has not been completed. A bilingual education for educators club has been established at KRCC.	(b)
	. each community college campus has a mentor/tutor assigned to it from CSUF.	(a)

* a)completed b)partially completed c)not yet addressed

Use additional copies of this page if necessary

1. Project Objectives, summarized briefly	2. Description of Progress, during 1989-90	3. Completion Status*
	. college bilingual teacher education candidates at CSUF work with vocational education students in Fresno Unified School District.	(a)
Objective 3: Recruit minority teacher aides and other school district employees for participation in the project.	. recruitment presentations were made in school districts to recruit minority teacher aides to the project.	(a)
	. a project brochure was developed and disseminated to recruit minority teacher aides.	(a)
	. the project has been broadly publicized on television, in the print media with posters, brochures, presentations, folders, door cards for Teachers of Tomorrow Club celebrations, etc.	(on-going)

* a) completed b) partially completed c) not yet addressed

Use additional copies of this page if necessary

1. **Project Objectives, summarized** briefly	2. Description of Progress, during 1989-90	3. Completion Status*
	. the project has been announced through specialized professional organizations, AMAE sponsored a scholarship dinner, television programs have been aired on Channels 24 and 30, each of which are national affiliates and on Channel 21, our Spanish language TV station, four newspaper articles were published including 2 in the Fresno Bee. Sixty-seven minority employees were recruited from local school districts.	(a)
Objective 4: Improve retention of ethnic minority students who are prospective teachers by linking them with appropriate mentors and providing counseling tailored to meet their needs at community colleges and CSUF.	. teacher centers have been established at FCC and KRCC and students have been informed of the tutorial services available.	(a)

* a) completed b) partially completed c) not yet addressed

Use additional copies of this page if necessary

1. Project Objectives, summarized briefly	2. Description of Progress, during 1989-90	3. Completion Status*
	. special advising programs for future teachers have been established at FCC and KRCC. A special counselor for future teachers has been designated at each school. Peer advisors from CSUF have been assigned to each college. . CSUF expanded the operations of its Educational Equity Mentoring Center, which is run by the School of Education and Human Development exclusively for future teachers. The center was staffed by a paid director (50% released time), volunteer faculty, and paid part-time student assistants. The center tracked the progress of prospective minority teachers and provided special academic, financial, and personal counseling and made referrals to other providers of student services.	(a)

* a) completed b) partially completed c) not yet addressed

Use additional copies of this page if necessary

1. Project Objectives, summarized briefly	2. Description of Progress, during 1989-90	3. Completion Status*
Objective 5: Provide academic assistance for ethnic minority students to improve their retention in teacher preparation programs at FCC, KRCC, and CSUF.	. at CSUF, peer tutoring was made available in Mathematics and English for prospective minority students.	(on-going)
	. at FCC and KRCC, special assistance is provided through the Extended Opportunities Program and Services Office, and through the OASIS program. In addition, regular tutorial services are available to prospective teachers.	
	. California Basic Education Skills Test (CBEST) preparation was offered at no charge to prospective minority teachers from KRCC, FCC, and CSUF.	(on-going)
	. CBEST preparation classes were offered to high school students at Fowler High School.	(on-going)

* a)completed b)partially completed c)not yet addressed

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4. Describe curriculum articulation accomplishments:

	Status before project began	Accomplishments during 1989-90
High School/ Community College	Fresno City College and Kings River Community College had been working with approximately 30 high schools on the development of a 2+2 articulation process. As of September 1989, the process was in place, tested and six (6) formal agreements had been signed.	During the 1989/90 academic year, approximately 130-140 articulation agreements were signed. English A has been articulated between Fresno City College and six area high schools. Kings River Community College is just completing English A agreements with three feeder high schools.
Community College/ Four-year College	Fresno State and Fresno Pacific Colleges have been on-going partners in our 2+2 efforts for three (3) years.	Our four-year partners continue to be active partners. The Teachers of Tomorrow Program got under way this year with California State University, Fresno helping to establish Teacher Education Centers on our campuses. They also provide student tutors to assist the community college prospective teacher candidates.

Please attach written articulation agreements for this program.

5. Describe policies and requirements relative to the transfer of students' 2+2+2 program course credits from segment to segment.

The 2+2+2 program provides motivation and encouragement for students to continue their education into our area two and four year colleges. The incentive involves students enrolling in articulated vocational/technical programs and some academic courses in their high school or ROP where the completed course will be accepted as a college level course. College credit may be granted for course work taken in high school. This saves the student time, money and effort. It also encourages students to continue their education at the community college level.

THE 2+2+2 PROCEDURE

1. The student enrolls in the articulated course.
2. The student completes the course to the standards set by the instructor. Some students will complete the course but not to the college level standard and as a result will not receive a certificate. Those students who have met the standards will be issued a "2+2+2" certificate by the instructor at the end of the course.
3. The student will take his/her certificate to the articulating college for processing by the registrar's office. After the student has completed 12 units of college classes and/or certain other requirements and has earned a "C" or better GPA in that course work, the student may apply to have those articulated credits applied to their records.

It is the responsibility of the student to follow the process for receiving those credits.

Since the underlying principle of the State Center Community College district's program is that the course taught at the high school is the college course the student is granted credit for the college course given the grade earned in high school and the grade earned in the high school. The course appears on the student's college transcript as the college course and transfers to which our four year institution that college course articulates with.

Courses articulating directly between CSUF and the area high schools require a "B" grade in the course and credit will be granted upon matriculation to the university. A grade of "CR" will be listed on the CSUF transcript.

6. Please describe student support services which are provided as an integral part of the program. Include assessment-for-placement policies, individual student career plan availability, and unique features for students participating in program. Include description of counselor role in program.

	Services provided before project began	Services added during 1989-90
Services provided specifically for 2+2+2 teacher ed students	- A college entrance, CGP Placement test is given to each student to determine English and Math placement. - Each student meets with a college counselor to determine his/her own IEP-Individual Educational Plan. - Only students that are on academic probation are closely monitored.	- Further tests are given in the English and Math classes to determine specific/individual needs of students. - Each teacher candidate must see a designated counselor above & beyond the regular requirements. The counselor provides students with specific course requirements for the specific teaching credential the student is working for.
Services provided to 2+2+2 teacher ed and all students	- Transfer information is provided once a week at each college for any students interested. - General education articulation process between all 3 segments, high school, community college, and CSUF.	- Assessment of participant outcomes included the collection and tabulation of student GPA, and rates of academic probation or dean's list awards from student permanent records. - Above the regular transfer person assigned to each college, this project provided an additional CSUF, teacher ed. graduate student at each campus. - Specific "education requirements" articulation between all 3 segments.

7. If your articulation project shares faculty or facilities with another segment please describe the uses and frequency of use, and identify which segments are involved.

In some instances, college faculty teach classes on the high school campus. This helps the small rural high school offer classes of limited enrollment such as calculus or physics, etc. since the college can offer open enrollment to the general public.

8. Describe communication and outreach activities specific to this program. (Attach written material which is distributed for this purpose.)

Posters, brochures, video tapes, presentation folders, 2+2+2 door cards for teachers, book covers advertising 2+2+2, brochures specific to 2+2+2+1, Teacher of Tomorrow Banquet, Teacher of Tomorrow Clubs.

9. What specific barriers or problems have you encountered in the implementation of this project this year?

The academics is the most difficult area to convince college staff that credit should be available to high school students who complete articulated courses.

10. What successes have you experienced (that have not yet been mentioned above)?

All mentioned previously.

11. How does this program address the adequacy and improvement of students' basic skills?

Additional basic skills courses are required for the students that are below average. In addition, CSUF **provides** CBEST workshops that the community college student is recommended to attend.

12. How do you identify program participants? (Attach forms used, if any.)

Members of high school Teachers' of Tomorrow Clubs who enroll at each community college. A specific **application** submitted to the Education Program of students who are interested in becoming a teacher.

13. In what ways does this program address the academic and nonacademic special needs of underrepresented minority students?

This program provides constant monitoring of student academic progress and communicates constantly with **students** on their standing. Students are provided with additional tutoring, mentoring and counseling services.

14. Which level(s) of the teaching profession does your program address?

Elementary, junior high, high school, community colleges.

15. What program efforts have addressed articulation of the fifth credential year?

Brochures have been developed to inform the high school and community college student of the fifth year requirements. High school students and community college students are encouraged to volunteer in a public school classroom.

SEE BROCHURES AND AGENDAS

16. List program-funded activities and the number of persons served/addressed by each activity:

	Type of Activity	Project Specific Activity	# of students	# of staff	# of parents
a).	Special assemblies	Luncheon			
b).	Parent meetings	AMAE DINNER			800
c).	Classroom presentations				
d).	Faculty meeting presentations				
e).	Summer bridge programs	N/A			
f).	Mentor program	CSUF graduate student at FCC and KRCC	45	4	N/A
g).	Teaching Career Day	KRCC-Learning about teaching 1 day workshop	60	5	N/A
h).	Teacher Club	Thirty clubs/AMAE dinner	@400	35	800
i).		Leadership Camp	50	10	-0-

	Additional Project Specific Activities	Number of Students Served
a).		
b).		
c).		
d).		

e). ______________________________ __________

f). ______________________________ __________

g). ______________________________ __________

h). ______________________________ __________

i). ______________________________ __________

17. Please add any additional comments which you think would be helpful to the evaluation of **the** implementation of your 2+2+2 teacher education program.

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PART II

1990 - 1991 SECOND YEAR PROPOSAL

A. SUMMARY

The current 2+2+2+1 Teacher Education Program is fully articulated with California State University, Fresno (CSUF), five lead school districts: Clovis Unified District (CUSD) Fresno Unified School District (FUSD), Kerman Unified School District (KUSD), Washington Union High School District (WUHSD), Parlier Unified School District) (PUSD), and the Fresno Metropolitan Regional Occupation Center/Program (FMROC/P). State Center Community College District (SCCCD) set out to develop a 2+2+2+1 Articulated Teacher Education Program for the purpose of increasing the number of teacher education candidates from under-represented groups. The most significant feature of the first year Teacher Education Program was the formulation of Teacher of Tomorrow clubs at all of the articulated high schools. The clubs expanded from a total of 8 prior to the project, to a total of 31. Currently, they have in excess of 400 student members, most of whom are from under-represented groups.

Although the SCCCD and the project schools have been articulating as full partners for some three years, they have only now begun to branch out from the vocational/technical areas into the academic areas. During the first six months of the 2+2+2+1 Teacher Education Project, the colleges established teacher education centers, student mentors were assigned to each of the community college campuses, CSUF provided the opportunity for college

students to visit and recruit high school students into the teacher education program, and new Teachers of Tomorrow clubs were established on the local high school and junior high school campuses.

A representative from the office of the Fresno County Superintendent of Schools has been an active participant in this project and serves as liaison for the Teachers of Tomorrow clubs. Each participating institution has designated professionals responsible for the Teacher Education Project articulation effort.

The project liaison from CSUF met with student services staff at the SCCCD and representatives from the local high schools, in a joint effort to develop career path options in the areas of technical and industrial education, and also met with students planning to become general education teachers at either the elementary, junior high, or high school levels.

Community college and university staff are now examining the 19 waiver programs applicable to the teacher credential requirements at CSUF, and plan to disseminate that information to sophomores, juniors and seniors in the articulated high schools during the coming year.

Informational booklets are currently being printed to publicize the 2+2+2+1 concept. One targets students interested in the vocational education credential; the other is designed to reach those students interested in pursuing a general elementary or secondary credential. When ready, these booklets will be distributed among the project schools beginning in the Fall, 1990. (See sample of booklet contents and other promotional literature, Appendix A.)

Notable accomplishments to publicize teaching as a career during the Spring semester, 1990, by the Teacher of Tomorrow clubs, include: A Special Workshop to provide career information was co-sponsored April 17, 1990, by KRCC, CSUF, School of Education and Human Development, and the CSUF Office of University Outreach Services at KRCC; First Annual Teachers of Tomorrow Leadership Camp was held at CSUF June 7-8, 1990; Fifth Annual Teachers of Tomorrow Luncheon co-sponsored by Fresno County Office of Education, Fresno County Hispanic Task Force, and Phi Delta Kappa, Fresno Chapter, was held May 10, 1990, at the Fresno Hilton; Celebration: A Vintage Look At Teachers, was co-sponsored by the American Society for Training and Development, the Association of California School Administrators, and the Fresno County Public Schools Committee, on May 11, 1990 to raise money for young students who want to be teachers; Asociacion of Mexican American Educators held its Eighth Annual "Day of the Teacher" on May 10, 1990 and distributed teacher recognition and student scholarship awards; a Teachers of Tomorrow Leadership Camp was held at CSUF, June 7 and 8, 1990, for Fresno County high school seniors and juniors. (See publicity materials, Appendix F)

Current program participants for 2+2+2+1 are listed below:

Segment	Ethnicity		Gender		Total
SCCCD	Hispanic	35	Female	32	35
			Male	3	
CSUF	Am. Indian	2	Female	63	76
	Hispanic	42	Male	13	
	African Am.	23			
	Southeast Asian	9			

ATTACHMENT B

1990-91

2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS
SECOND YEAR OBJECTIVES, TASKS AND TIMELINE

MEASURABLE OBJECTIVE	TASKS TO BE COMPLETED	TIMELINE
Obj. #1 Establish community college teacher education classes for six lead high schools by June, 1991.	Identify and enroll 50 students; designate a teacher to be responsible for the program; provide necessary support and instructional services.	8/1/90-6/30/91
Obj. #2 Increase completion rate of CBEST preparation classes for seventy-five (75) underrepresented students at the high school, community college and university level by June, 1991.	Conduct 4 workshops; provide necessary support and instructional services for 75 students. These support services include counseling, mentoring, and tutoring.	8/15/90-6/30/91
Obj. #3 Increase the number of participants in teacher education classes among the different segments (target 50) by June 30, 1991.	Expand recruitment activities; increase the number of sections of teacher education classes at FCC; establish teacher education classes at KRCC; establish a class at the high school level; establish comprehensive promotional program (posters, brochures, book covers, etc.)	8/15/90-6/30/91

Use additional pages if necessary

ATTACHMENT B

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS
SECOND YEAR OBJECTIVES, TASKS AND TIMELINE

MEASURABLE OBJECTIVE	TASKS TO BE COMPLETED	TIMELINE
Obj. #4 Expand the mentoring program at each community college during the project year.	Assign mentors to each campus for a minimum of 10 hours per week. Match students with mentors; develop method to evaluate mentoring relationships.	Fall, 1990 Spring, 1991
Obj. #5 By June, 1991, increase leadership camp enrollment from 50 to 100 students.	Identify project participants. Select participating faculty and staff; develop camp curriculum and support activities; evaluate camp activities.	Spring, 1991
Obj. #6 By June 30, 1991, develop comprehensive student tracking system for students participating in the program.	Identify a model system and establish tracking system at each segment; involve appropriate staff from each segment in program; adopt tracking program at each level; monitor and evaluate tracking system.	Fall, 1990 Spring, 1991

Use additional pages if necessary

ATTACHMENT B

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS
SECOND YEAR OBJECTIVES, TASKS AND TIMELINE

MEASURABLE OBJECTIVE	TASKS TO BE COMPLETED	TIMELINE
Obj. #7 By Spring semester, design and implement a dissemination plan for the 2+2+2+1 project.	Conduct 5-10 statewide meetings regarding the project; make 3 presentations to local boards (community college, unified districts and university.) Involve students in dissemination activities.	June 30, 1991
Obj. 8 Develop a plan to institutionalize teacher education programs at high school, community college and university level by June 30, 1991.	Enroll students during their junior year; each segment designs and adopts a plan; establish procedures to monitor progress of the plan.	Spring semester, 1990.
Obj. 9 Expand in-service training program for teachers (100), counselors (250), and administrators (125) at each level by June, 1991.	Provide three in-service training seminars, one each for counselors, teachers and administrators; evaluate impact of inservice training program.	Fall, 1990 Spring, 1991

Use additional pages if necessary

ATTACHMENT B

1990-91

2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS
SECOND YEAR OBJECTIVES, TASKS AND TIMELINE

MEASURABLE OBJECTIVE	TASKS TO BE COMPLETED	TIMELINE
Obj. 10 By June, 1991, expand community college Teachers of Tomorrow clubs at KRCC and FCC.	Assign university students to community college Teachers clubs as liaisons. Enroll 30 students at each level. Fall, 1990 - Spring, 1991; make arrangements to facilitate transition of students within segments.	Fall, 1990 Spring, 1991

Use additional pages if necessary

C. PROJECT MANAGEMENT

The Teacher Education project will be directed by Dr. Henry M. Padden, Vice Chancellor, Personnel, State Center Community College District. He has been responsible for the management and coordination of the 2+2 and 2+2+2 planning and implementation projects since its inception. Dr. Padden utilizes the expertise of a steering committee to assist in the management of the project.

Appendix B outlines the steering committee that now exists and is fully functioning for the current 2+2 program. This committee is representative of each educational segment. The steering committee directed that this application be written. Appendix D includes the minutes of the Sept. 19, 1989 Steering Committee meeting, and the April 21, 1990 Joint Steering Committee/ Coordinating Committee Meeting, which clearly show commitment from each educational segment. Teachers, counselors and administration take an active part. The steering committee for **this** project will function as follows:

Project Director - Dr. Henry M. Padden
Vice Chancellor, Personnel, SCCCD

Steering Committee For 2+2+2 With the Additional Participants

1. CSUF - Teacher Education Project Liaison, Jolyne Daughtry
2. SCCCD - Teacher Education Project Liaison, Rosa Flores-Carlson

3. High School District - Teacher Education Project Liaison - to be determined
4. Fresno County Schools - Teacher Education Project Liaison, Elizabeth Sullivan.

Project Goal Committee

Dr. Henry M. Padden, Chair *
(10% SCCCD assigned)
CSUF-Teacher Education Project Liaison, Jolyne Daughtry*
(20% CSUF paid; 20% project paid, one semester)
SCCCD-Teacher Education Project Liaison, Rosa Flores-Carlson*
High School District-Teacher Education Project Liaison-to be determined.
(High School assigned, stipend - 50% district paid, 50% project paid)
Fresno County-Teacher Education Project Liaison-Elizabeth Sullivan
(20% Fresno County assigned)
FCC-Teacher Education Center Liaison (20%)
TBA
KRCC-Teacher Education Center Liaison (10%)
TBA

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* Resumes in Appendix E

Rationale

The project director, Dr. Padden, will have overall responsibility and accountability for monitoring the accomplishment of all project objectives. Through the already existing 2+2+2 steering committee, he will direct the planning committee to accomplish the objectives identified for each level.

The planning committee will collaboratively call meetings for teachers and counselors from each level to execute articulation and teacher club activities. The planning committee will be responsible for all project objectives as assigned by the project director. In all cases, at least two educational segments will be involved in each activity.

Jolyne Daughtry wrote the teacher diversity project for CSUF. She is committed both to articulation as a veteran teacher in the teacher education program and to minority teachers as a collaborator in the writing of the project. She will be responsible for all CSUF activities described above.

Rosa Flores-Carlson has been working 50% time with the bilingual/bicultural teacher credentialing program at KRCC and FCC. She will be responsible for the KRCC teacher education liaison as described above and Dr. Carl Waddle will be responsible for the FCC teacher education liaison.

Elizabeth Sullivan is a resource teacher from FUSD on reassignment at Fresno County to develop the high school Teacher of Tomorrow clubs (20% time). She will be responsible for all secondary teacher club activities described above.

Dr. Padden, as a former K-12 superintendent and senior administrator (Vice Chancellor, Personnel) at SCCCD, has the experience and authority to direct all activities of this project.

Intersegmental Leadership and Commitment

The 2+2+2 program already established between each intersegmental unit began as a 2+2 with the intention of adding the university as the last "+2". Because of the overwhelming support when secondary districts and the colleges - CSUF and Fresno Pacific College (FPC) - were contacted, the steering committee moved into action immediately as evidenced by the sample list of articulated agreements (Appendix C). School districts, community colleges, and universities have funded their own release time for development of the articulation process and the teacher-to-teacher articulation meetings. This support **will** continue with this project.

Similarly, this project was written by SCCCD, CSUF and the Fresno County Office of Education, in consultation with each participating district. The steering committee for this proposal represented administrators and teachers. Each level approved the financial support outlined in the budget.

Non-Hierarchical Partnerships

Evidence of true non-hierarchical partnership is reflected in: 1) the results as documented in the Steering Committee minutes of Sept. 19, 1989 2+2+2 meeting, and April 21, 1990 minutes of the Joint Steering Committee / Coordinating Committee; and 2) the joint writing and submission of this grant by teachers and administrators. A non-hierarchical partnership was developed and has been working effectively for the past three years. The various educational segments use their combined resources to improve the articulation of students throughout the systems in terms of administrative services, curriculum development, teacher and counselor training, student counseling, adopting policies and the allocation of in-kind and financial resources.

Steering Committee

State Center Community College District

1. Board Member, Representative - Les Thoneson
2. Vice-Chancellor, "2+2+2" Project Director - Hank Padden
3. Assoc. Dean (Fresno City College) - Dr. Carl Waddle
4. Assoc. Dean (Kings River Community College) - Jerry Barkley

Fresno County Superintendent of Schools

5. Board Member - Silas Barcsh
6. Assistant Superintendent of Instruction - Dr. Linda Haro
7. Administrator - Fresno Metropolitan Regional Occupational Center/Program - James "Bud" Steuart

Area School District Superintendent/Assistant Superintendents

8. Superintendent, Kerman Unified school District - John Burns
9. Superintendent, Washington Union High School District - Dr. Malcolm Young
10. Assistant Superintendent, Fresno Unified School District - David McCauley

Representative at Large

11. Principal, Duncan Polytechnical High School - Dr. Susan Lynch
12. Administrator of Instruction, Clovis Unified School District - Donald Collins
13. Assistant Superintendent, Madera Unified School District - Alfonso Silva
14. Articulation Officer, California State University, Fresno - Rose Stock

Coordinating Committee

"2+2+2" Project Director

Associate Deans for Vocational Education (Fresno City College and Kings River Community College)

High school administrators responsible for Vocational Education

Vocational Education directors from school districts and the ROP/C

Assistant Dean and Department Chair - California State University, Fresno

Program Planning Committee

(one for each district)

Coordinating Committee member

Community college instructors

Secondary instructors

Counselors from the colleges and high schools

Vocational center instructors from the colleges and high schools

Sub-Committee for 2+2+2+1

Dr Henry Padden, SCCCD

Maria Blancas, County Office

Ron Blanton, CSUF

William Carmichael, CUSD

Jolyne Daughtry, CSUF

Lloyd Dry, KRCC

Dan Fischle, KUSD

Sue Fisher, CUSD

Rosa Flores-Carlson, KRCC

Pat Herron, PUSD

John Lockie, FMROC/P

Darryl McDonald, FUSD

John Pestrich, WUHSD

Leo Takeuchi, FCC

Dr. Carl Waddle, FCC

Mackie Jeffers
Jill Harmon
Susan Liberty

Functional Advisory Committee

FUSD

Dave McCauley, Assistant Supt. Secondary Education

Dr. Susan H. Lynch, High School Principal

Russ Console, Principal, Duncan Polytechnical High School

Antonio Petrosino, Head Counselor

Dr. Vic Takeuchi, Director Technical Education

TBA, Director Career/Vocational Education

Mike Giovannetti, Administrator Secondary Curriculum

Howard Atominian, Counselor

Rick Swan, Coordinator, Business

Barbara Thomas, Principal, McLane High School

D. MONITORING/MEASURING EFFECTIVENESS/STUDENT TRACKING

The project director will report progress on meeting the objectives to the steering committee on a monthly basis. Tracking will be done by objective and by activity **as was done** with the 2+2 vocational education project. As early as February 15, each segment will report project participants and treatment.

CSUF and SCCCD:

1. Teacher candidates of minority ethnicity
    - a. Use of mentoring center
    - b. Use of tutorial assistance
    - c. Use of CBEST
    - d. Teacher club activities participation
2. Articulation meeting by date, agenda and accomplishments with progress reports to steering committee

Secondary:

1. Teacher club activities
2. Progress toward workshops and Leadership Camp plans
3. Articulation progress report

Dr. Henry Padden will survey and report to the steering committee the following, by April, 1991:

1. High school candidates now in 2+2 classes.
2. Participants in high school 1989-90 articulation now at SCCCD.
3. Community college participants in articulated CSUF classes.

   Persons responsible - CSUF, Jolyne Daughtry; SCCCD, Tom Crow Matriculation and Articulation administrator.

   Fresno County Liaison, Elizabeth Sullivan

Continued faculty involvement at each level, including curriculum committees, state and local academic senates, and other priority groups.

The three-year non-hierarchical, articulation partnership between CSUF, SCCCD, and five lead high school districts has resulted in the development of 150 written articulated agreements. The school districts, community colleges and four year colleges have funded their own release time for development of the articulation process and the teacher-to-teacher articulation meetings. This project will continue to utilize school district teachers and administrators' input and recommendations of potential trainees to implement the program.

Similarly this project was written by SCCCD, CSUF and the Fresno County Office of Education in consultation with each participating district. The steering committee for this proposal represents administrators and teachers from all educational segments. Each level approved the financial support outlined in the project. In summary, evidence of high level support for institutionalization is the 2+2 program that was institutionalized in two years and the notable success of the first year of the 2+2+2+1 Teacher Education Program.

Written materials that illustrate the curriculum pathway(s) for students as they move through the 2+2+2 program.

Samples of the brochures that illustrate the curriculum pathways for students as they move through the 2+2+2+1 Teacher Education Program (currently in process of being printed) are included in Appendix A. Also included is a sample list of articulated courses through 2+2. A complete Articulation Repository Listing of vocational/occupational courses resulting from 2+2 and the 2+2+2+1 Teacher Education curriculum for the Associate in Arts Degree is also included in Appendix C.

Information on which teaching professions your students are preparing for and the linkages made to the credential program(s).

Students participating in this project will focus on an Associate in Arts Degree in either Liberal Studies, Liberal Studies/Bilingual or General Education at the community college, then continue their designated course of study at a four-year institution. Upon receiving their Bachelor of Arts Degree, the students will enter the five year Teacher Credentialing Program (Elementary, Secondary, Vocational-Secondary, Bilingual/bicultural).

Targeted number of student participants in 1990-91 by program major and segment.

Students will be recruited and enrolled in the program during the Fall semester, for a total of 150 students participating in Teacher Education from the various segments, as outlined below:

Program Major	Segment	Total
Teacher Education	HS	50
Teacher Education	SCCCD	50
Teacher Education	CSUF	50

Implementation of a well-defined outreach plan for publicizing the program which focuses on recruiting underrepresented students into the program.

In October, 1989, the Fresno County Office of Education received funding for staff development for instructional aides. Their goal is to encourage bilingual/bicultural aides to become teachers. This would be an excellent recruitment source for Fall 1990 participants for the newly developed AA/transfer program. All of the aides (45) in the program are bilingual and Hispanic.

Teachers of Tomorrow Clubs are also an important vehicle for developing students' interest in the teaching profession from an early age. In Fresno County, active clubs are composed primarily of ethnic minority students. Of the 25 high schools in Fresno County, 11 have established Teachers of Tomorrow Clubs. Nine middle schools or junior high schools presently have formal clubs. During the 1990-91 school year, project liaison from SCCCD and CSUF will work with the Fresno County Office of Education and high school teacher project liaison to expand the activities of the existing high school and middle school clubs. Activities for middle school club members will include cross-age tutoring experiences at nearby elementary schools, monthly club meetings, including presentations by high school Teachers of Tomorrow Club members, and a field trip to CSUF for a College Awareness Day. High school club activities will also include monthly meetings with ethnic minority teachers, CSUF faculty, members of Phi Delta Kappa and the Hispanic task force as invited speakers, as well as cross-age and peer tutoring opportunities.

A support system for students in the program which includes services such as academic advising and other special activities and services such as tutoring, enrichment activities, etc.

Activities for middle school club members will include cross-age tutoring experiences at nearby elementary schools, monthly club meetings, including presentations by high school Teachers of Tomorrow Club members, and a field trip to CSUF for a College

Awareness Day. High school club activities will also include monthly meetings with ethnic minority teachers, CSUF faculty, members of Phi Delta Kappa and the Hispanic task force as invited speakers, as well as cross-age and peer tutoring opportunities.

Student Tracking System

SCCCD and its partners plan to modify and adapt for this project a tracking system modelled after the Butte Community College Project. This tracking system monitors the student's progress from high school to the community college and on to the four year institution. As outlined in the sample tracking system on pages 22, 23, 24 the assessment of the student's interest is done before the student leaves his respective secondary instituion. A "hands-on" approach is in force throughout the articulation process within each segment.

A plan for disseminating project results to other institutions interested in replicating the project.

SCCCD will disseminate information on the 2+2+2+1 Teacher Education Program to several California state-wide conferences. Moreover, comprehensive articulation booklets, brochures and posters have been printed and will be disseminated to other educational segments upon request. Samples of some of this informational literature is included.

STUDENT TRACKING SYSTEM
2 + 2 + 2

LEVEL

High School
Student Begins

INTENT FORM

After being made aware of the benefits of enrolling in an articulated course, interested students must complete a *Statement of Intent to Participate*. This form must be forwarded to the College. It provides information regarding the number of students who intend to take advantage of receiving college credit in the future. (Retain original copy for instructor's records, send copy to Butte college Office of Instruction.)

Students who desire college credit for the course must take the Butte College Basic Skills Assessment at, or near, the beginning of the course and demonstrate achievement of the required levels of basic skills competencies. (See attached form.)

BEGINNING OF YEAR INFORMATION

At the beginning of each term, high school instructors who teach articulated courses are asked to furnish information to the College regarding student enrollment in those courses. This provides the College with information to determine the success rate of students in the program by comparing the number of students in the class to the number of students who intend to receive college credit. (See attached form.) Send the completed forms and copies of *College Credit Equivalent Forms* that were awarded, to the office of the Vice President for Instruction.

EQUIVALENCY AWARDED

At the conclusion of the course, students who have passed the college equivalent course at the level prescribed in each respective course equivalence agreement, will be given a completed *Course Equivalence Request Form*. The high school instructor must make at least two copies of each equivalency form awarded. One copy should be inserted into the student's high school cumulative file, the and one must be attached to the *End of Year Follow-up* form and mailed to the College (see attacged form). When a student enrolls in the College, the *College Credit Equivalent Request Form* s/he submits will be compared with the copies on file at the College to determine the number of students who take advantage of the program.

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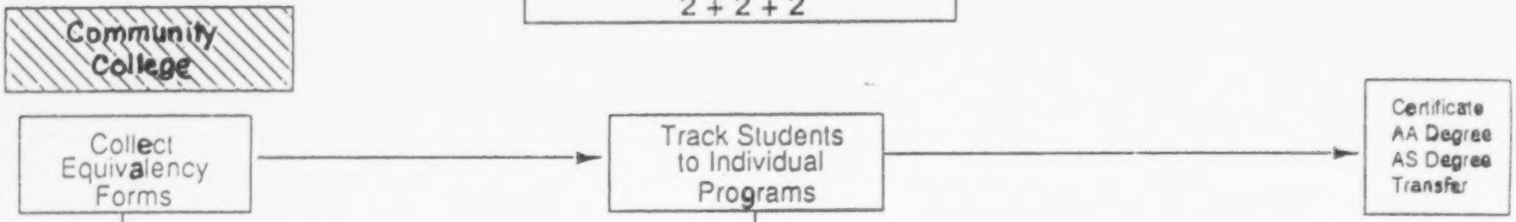
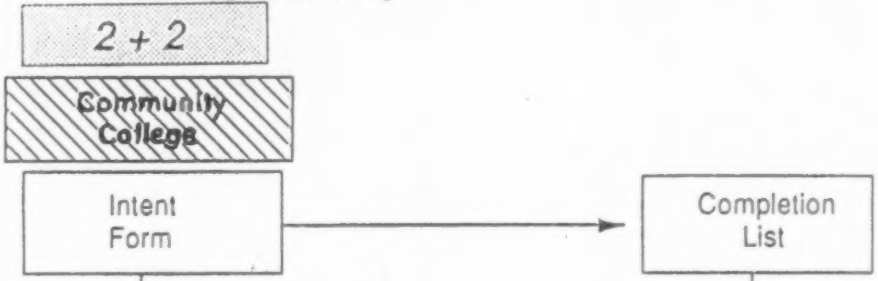
Student Tracking System
2 + 2 + 2


Community College
Collect Equivalency Forms
Track Students to Individual Programs
Certificate
AA Degree
AS Degree
Transfer

During the registration process the student should present the *College Equivalent Request Form* to a College Counselor or the Registrar. The Registrar will credit the student with the proper course title, credits, and grade(s) by inserting this information into the student's official college transcript.

The College plans to track the educational progress of all students who apply for equivalent college credit by collecting information and analyzing the progress of these students (these students' records will be "flagged" in the computer). The following are some of the items to be determined:

1. Do these students perform at a lower level, at the same level, or a higher level as students who have not participated in a secondary college course?
2. Do they achieve their educational goal? (Certificate, Associate Degree, Bachelor's Degree.)
3. Do they enroll into the next level course in the discipline/program that they took as an equivalent course? How well do they do in the next level?
4. Number of units earned by term and accumulative GPA
5. Rate of progression toward goal
6. High school of origin

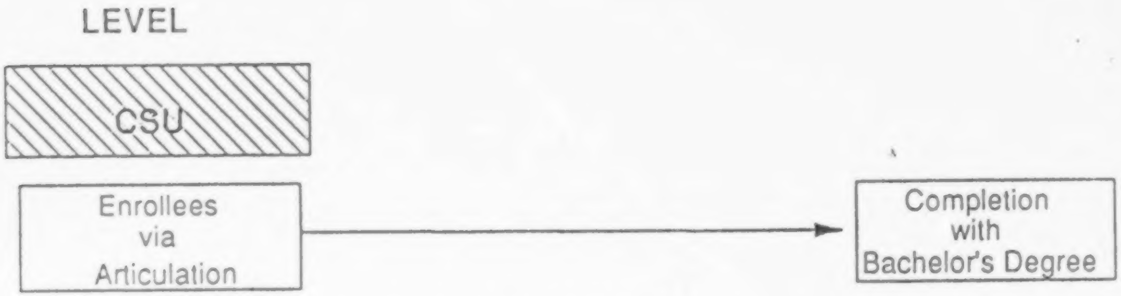


After students are made aware of the advantages of enrolling in an articulated program, interested students must complete a statement of *Intent to Participate*. The community college instructor should retain a copy of this form for each student, and send a copy to the appropriate department at CSUC.

Upon completion of a prescribed program at the community college level, a list of students who indicated their intent to transfer and continue toward a Bachelor's Degree will be sent to the appropriate department at CSUC and to the Butte College Office of Instruction.

BEST COPY AVAILABLE

Tracking of Articulated Students at CSU


LEVEL
CSU
Enrollees via Articulation
Completion with Bachelor's Degree

The CSU plans to track the educational progress of all students who enroll via the articulated programs. The following are items that will be determined regarding those students:

1. Compare completions at the community college level to students who followup and actually enroll in the respective program at CSUC.
2. Rate of progression toward Bachelor's Degree
3. Success rate of articulated students to native students
4. Number of students who complete with a Bachelor's Degree

High school students will be informed by counselors, bulletins, school newspapers, brochures, career days and related activities.

CSUF plans to disseminate information about 2+2+2+1 through the following channels: California Council on the Education of Teachers - Annual Meeting; Association of Teacher Educators - Annual Meeting; Association of Colleges of Teacher Education - Annual Meeting.

A plan for institutionalizing the program.

Plans for institutionalizing the program include planning for the continuation of the Teacher of Tomorrow clubs (currently there are 30) and the Teacher Education Centers at FCC and KRCC. Moreover, $25,000 annually has been allocated in its regular budget by SCCCD and $15,000 by FUSD to underwrite the cost of maintaining the 2+2+2 program and regular course offerings will be included in the college catalog. With respect to Teacher Education, an articulated curriculum will exist at all three educational levels.

SCCCD has also established a teacher intern program at KRCC and FCC. This program provides teaching experience and training for eight interns (four at each campus). SCCCD has budgeted approximately $12,500 for each intern participating in the program.

ATTACHMENT D

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS

Teacher Education Program
(Project Short Title)

PROJECT BUDGET SUMMARY

Classifications	Line	In-Kind Local* Funds	State Funds	Total
Teacher's Salaries	1	16,000		16,000
Supervisor's Salaries	2	23,200	18,533	41,733
Counselor's Salaries	3	25,267		25,267
Clerical Salaries	4	26,900	1,750	28,650
Instructional Aide's Salaries	5			
Other Classified Salaries	6	17,500	1,650	19,150
Employee Benefits	7			
Textbooks, Other Books	8			
Supplies	9	22,500	17,000	39,500
Contracts (Services)**	10	17,900	3,000	20,900
Conference, Travel	11	6,000	6,000	12,000
Utilities, Housekeeping	13			
Total Direct Costs	14	**155,267**	**47,933**	**203,200**
Total Indirect Support Charges 04 %	15		2,067	2,067
Total Program Costs	16	**155,267**	**50,000**	**205,267**

*Please provide on a separate sheet detail of the In-Kind Local Funds by institution.

**Please provide on a separate sheet detail of these contract service activities.

ATTACHMENT D

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS

Teacher Education Program
(Project Short Title)

California State University, Fresno

BUDGET BY OBJECTIVE
(continued)

OBJECTIVE NUMBER	DESCRIPTION	STATE FUNDS	IN-KIND FUNDS*		
			CCC	SEC. SCHOOL	4 YR. COL.
3	Recruitment Materials for 25 Teachers of Tomorrow Clubs at $75/per club				1,875
3	Teacher of Tomorrow Luncheon				1,000
2	CBEST Preparation Materials				2,000
2	CBEST Preparation Teachers to Offer Program				5,280
				TOTAL PROJECT BUDGET	$65,967

(Use Additional Sheets if Necessary)

*Please specify school/college as well as amount.

ATTACHMENT D

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS

Teacher Education Program
(Project Short Title)

California State University, Fresno

BUDGET BY OBJECTIVE

OBJECTIVE NUMBER	DESCRIPTION	STATE FUNDS	IN-KIND FUNDS*		
			CCC	SEC. SCHOOL	4 YR. COL.
2,3,8,9	Teacher Diversity				3,912
2,3,4,6,7,8,9	CSUF Project Liaison, Jolyne Daughtry (Resume, Appendix)				
9	CSUF Sponsored Workshop				1,000
5	CSUF Sponsored Leadership Camp				6,250
4	CSUF Sponsored Teacher Education Mentor For Teaching Candidate				1,650
4	Transportation for Workshops and Camp Participants				1,000
3	CSUF Scholarships at 42 x 1,000 for Teacher Diversity Project Financial Aid				42,000
			TOTAL PROJECT BUDGET		

(Use Additional Sheets if Necessary)

*Please specify school/college as well as amount.

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ATTACHMENT D

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS

Teacher Education Program
(Project Short Title)

Fresno County Schools

BUDGET BY OBJECTIVE

OBJECTIVE NUMBER	DESCRIPTION	STATE FUNDS	IN-KIND FUNDS*		
			CCC	SEC. SCHOOL	4 YR. COL.
1,3,5,6,7,8,9	20% release time for country resource teachers to work on identified project objectives.			9,000	
10	Teachers of Tomorrow Clubs (Resume Appendix)				

TOTAL PROJECT BUDGET $ 9,000

(Use Additional Sheets if Necessary)

*Please specify school/college as well as amount.

ATTACHMENT D

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS

Teacher Education Program
(Project Short Title)

State Center Community College District
BUDGET BY OBJECTIVE

OBJECTIVE NUMBER	DESCRIPTION	STATE FUNDS	IN-KIND FUNDS*		
			CCC	SEC. SCHOOL	4 YR. COL.
All Objectives	SCCCD - Hank Padden, Project Director		6,000		
4,5,6,7,8	Clerical support - 20%		4,000		
1,2,3,10	Administrator for marticulation and articulation - 20% assigned time for this project as community college district liaison		6,000		
1,2,3,4	English teacher release time for articulation of English 1/1A coordinate English placement tests/records		3,100		
1,3,6	Clerical support for English placement tests at high school		1,000		
6,7,8,10	Public information officer assigned time to develop publications		2,000		
			TOTAL PROJECT BUDGET		$25,100

(Use Additional Sheets if Necessary)

*Please specify school/college as well as amount.

ATTACHMENT D

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS

Teacher Education Program
(Project Short Title)

Fresno Unified School District

BUDGET BY OBJECTIVE

OBJECTIVE NUMBER	DESCRIPTION	STATE FUNDS	IN-KIND FUNDS*		
			CCC	SEC. SCHOOL	4 YR. COL.
9	Teachers meet with community college faculty to review / revise courses and prepare for formal articulation $18 x 700 hrs.			12,600	
3	Transportation provided for middle school students to attend the CSUF sponsored workshops.			700	
10	$500 for each high school project liaison $500 x 7			3,500	
3	Purchase of materials and brochures developed by the project (using estimated amount)			7,000	
				TOTAL PROJECT BUDGET	$23,800

(Use Additional Sheets if Necessary)

*Please specify school/college as well as amount.

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ATTACHMENT D

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS

Teacher Education Program
(Project Short Title)

Clovis Unified School District

BUDGET BY OBJECTIVE

OBJECTIVE NUMBER	DESCRIPTION	STATE FUNDS	IN-KIND FUNDS*		
			CCC	SEC. SCHOOL	4 YR. COL.
9	Teachers meet with community college faculty to review / revise courses and prepare for formal articulation - $18 x 100 hrs.			18,000	
3	Transportation provided for middle school students to attend the CSUF sponsored workshops.			200	
10	$500 for each high school project liaison $500 x 2			1,000	
3	Purchase of materials and brochures developed by the project. (using estimated amount).			2,000	
				TOTAL PROJECT BUDGET	$21,200

(Use Additional Sheets if Necessary)

*Please specify school/college as well as amount.

ATTACHMENT D

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS

Teacher Education Program
(Project Short Title)

Kerman Unified School District

BUDGET BY OBJECTIVE

OBJECTIVE NUMBER	DESCRIPTION	STATE FUNDS	IN-KIND FUNDS*		
			CCC	SEC. SCHOOL	4 YR. COL.
9	Teachers meet with community college faculty to review / revise courses and prepare for formal articulation - $18 x 100 hrs.			1,800	
1,3	Transportation provided for middle school students to attend the CSUF sponsored workshops.			100	
10	$500 for each high school project liaison $500 x 1.			500	
3	Purchase of materials and brochures developed by the project. (using estimated amount).			1,000	
				TOTAL PROJECT BUDGET	$3,400

(Use Additional Sheets if Necessary)

*Please specify school/college as well as amount.

ATTACHMENT D

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS

Teacher Education Program
(Project Short Title)

Parlier Unified School District

BUDGET BY OBJECTIVE

OBJECTIVE NUMBER	DESCRIPTION	STATE FUNDS	IN-KIND FUNDS*		
			CCC	SEC. SCHOOL	4 YR. COL.
9	Teachers meet with community college faculty to review / revise courses and prepare for formal articulation - $18 x 100 hrs.			1,800	
3	Transportaiton provided for middle school students to attend the CSUF sponsored workshops.			100	
10	$500 for each high school project liaison $500 x 1.			500	
3	Purchase of materials and brochures developed by the project. (using estimated amount).			1,000	
				TOTAL PROJECT BUDGET	$ 3,400

(Use Additional Sheets if Necessary)

*Please specify school/college as well as amount.

ATTACHMENT D

1990-91
2+2+2 ARTICULATED CAREER EDUCATION PROGRAMS

Teacher Education Program
(Project Short Title)

Washington Union High School District
BUDGET BY OBJECTIVE

OBJECTIVE NUMBER	DESCRIPTION	STATE FUNDS	IN-KIND FUNDS*		
			CCC	SEC. SCHOOL	4 YR. COL.
9	Teachers meet with community college faculty to review / revise courses and prepare for formal articulation $18 x 100			1,800	
3	Transportation provided for middle school students to attend the CSUF sponsored workshops.			100	
10	$500 for each high school project liaison $500 x 1			500	
3	Purchase of materials and brochures developed by the project. (using estimated amount).			1,000	
				TOTAL PROJECT BUDGET	$ 3,400

(Use Additional Sheets if Necessary)

*Please specify school/college as well as amount.

STATE OF CALIFORNIA

ATTACHMENT E

STATEMENT OF COMPLIANCE

15 (Rev. 3-87)

1990-91
2+2+2 ARTICULATED CAREER EDUCATION

COMPANY NAME
State Center Community College District

The company named above (hereinafter referred to as "prospective contractor") hereby certifies, unless specifically exempted, compliance with Government Code Section 12990 and California Administrative Code, Title 2, Division 4, Chapter 5 in matters relating to the development, implementation and maintenance of a nondiscrimination program. Prospective contractor agrees not to unlawfully discriminate against any employee or applicant for employment because of race, religion, color, national origin, ancestry, physical handicap, medical condition (cancer related), marital status, sex or age (over forty).

CERTIFICATION

The official named below, hereby swear that I am duly authorized to legally bind the prospective contractor to the above described certification. I am fully aware that this certification, executed on the date and in the county below, is made under penalty of perjury under the laws of the State of California.

NAME OF OFFICIAL
Bill F. Stewart

DATE EXECUTED 6/26/90	EXECUTED IN THE COUNTY OF Fresno

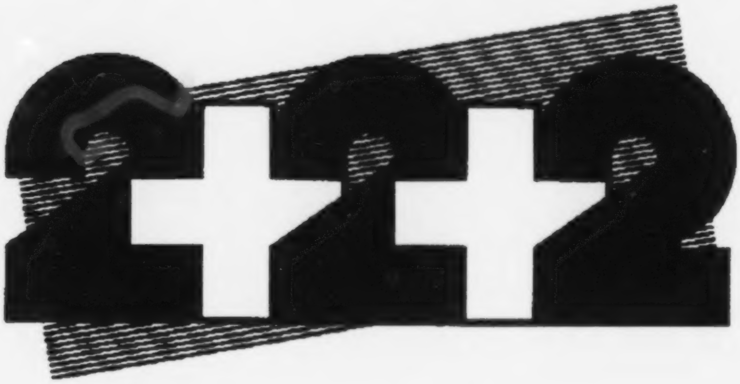
PROSPECTIVE CONTRACTOR SIGNATURE
Bill F. Stewart

PROSPECTIVE CONTRACTOR TITLE
Chancellor

PROSPECTIVE CONTRACTOR FEDERAL EMPLOYER I.D. NUMBER
94-157-4802

APPENDICES

1992
Articulation Directory



2 High School
+
2 Community College
+
2 College/University
—
= *College Credits Now!*

2+2+2

The **2+2+2** program provides motivation and encouragement for students to continue their education into our area two and four year colleges. The incentive involves students enrolling in articulated vocational/technical programs and academic courses in their high school or ROP where the completed course will be accepted as a college level course. This saves the student **time, money,** and **effort**.

The 2+2+2 Procedure

1. The student enrolls in the articulated course.

2. The student completes the course to the standards set by the instructor. Some students will complete the course, but not to the college standards and will not receive a certificate. Those students who have met the standards will be issued a 2+2+2 certificate by the instructor at the end of the course. The school's records office will also indicate on the student's transcript that an articulated course has been completed by placing a "+" after the course title on the official transcript.

3. The student will take his/her certificate(s) at the time of enrollment to the articulated college for the registrar to process and after the student has completed 12 units of college classes or certain other requirements and has a "2.0" GPA, the student can apply to have those articulated credits added to their records.

In the event of student transfers, counselors are encouraged to utilize this catalog to determine if an articulated course is available at the student's new school.

It is the responsibility of the student to follow the process in order to receive the articulated credits.

Agreement Number Identification

B-04-F (Example)

→ **F**resno City College, **K**ings River College, **C**al State Univ-Fresno, **P**acific College

4th	-	Agreement in Business Courses
AG	-	Agricultural
B	-	Business
FA	-	Fine Arts
HA	-	Health
HU	-	Humanities
IT	-	Industrial Technology
MSE	-	Math, Science, and Engineering
SS	-	Social Science
T	-	Technical/Industrial

If a course is articulated between high school and both community college and CSUF or PC, the identification letter will be shown as F/C, F/P, or K/C, K/P.

Credit Note

Some courses have been granted credits for more than one college course. This is shown when the high school course is repeated on the next line. A total of the credits shown will be granted. See example*

All remaining courses are either single course credits or a second course is listed as an "or" (alternative) option course. See example**

Requirement Column

Those articulated courses that have only the requirement of completing any 12 college units and having a GPA of 2.0 are shown in the **"Requirements"** columns as "N/A" (Not Applicable). See example** Certain courses require completion of specific program areas and classes, and these are also shown in the **"Requirements"** column. See example***

Agreement	High School Course & No.	College	College Course No.	College Credits	Requirements
T-37	Auto Technology	FCC	IE-9	3	*N/A
	Auto Technology	FCC	AT-51	3	
T-14F	Arch Design I & II (415 & 416)	FCC	AP-12	3	**N/A
		FCC	IE-22A	3	
AG-02K	Forestry (906)	KRC	NR-1	2	***6 Units in Program Area

05/92

Schools With Articulated Programs

Bullard 1
Caruthers 2
Central 3
Clovis High 4
Clovis West 5
Coalinga 6
DeWolf 7
Dinuba 8
Duncan Polytechnical 9-10
Edison/Computech 11
Firebaugh 12
Fowler 13
Fresno 14
Hoover 15
Kerman 16
Kingsburg 17
  Reserved for Laton 18
Madera 19
Mariposa 20
McLane 21
Parlier 22
Reedley 23
Riverdale 24
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Schools With Articulated Programs (con't.)

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Inventory of Articulated Courses With CSUF 35
(California State University-Fresno) . . . .
Inventory of Articulated Course With PC (Pacific College) 36

BULLARD

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-02F	Basic Typing Keyboarding	FCC	BSS-60A	3	N/A
B-03F	Shorthand I (099)	FCC	BSS-2A	4	N/A
B-04F	Accounting I (096)	FCC	BG0-51	3	N/A
B-23F	Adv Type/WP (085)	FCC	BSS-1B	3	N/A
HU-06F	English IV P (194)	FCC	ENG-A	3	N/A
IT-08K	Auto I and II (906 & 907)	KRC	AT-9	3	N/A
SS-04F	Clothing and Fashion I (447)	FCC	HE-24	3	N/A
SS-05F	Human Development (463)	FCC	CD-50	3	N/A
SS-07F	Clothing and Fashion II (448)	FCC	HE-26	3	N/A
T-08F	Woods I and II (429 & 430)	FCC	IE-1	3	N/A
T-10F	Metals I and II (423 & 424)	FCC	IE-10	3	N/A
T-12F	Auto I and II (406 & 407)	FCC	IE-9	3	N/A
	Auto I and II (406 & 407)	FCC	AT-51	3	N/A
T-13F	Auto I (406)	FCC	IE-9	3	N/A
T-14F	Arch Design I & II (415 & 416)	FCC	AP-12	3	N/A
		FCC	IE-22A	3	N/A
T-17F	Drafting Tech I & II (412 & 413)	FCC	DP 12	3	N/A
			IE 20	3	N/A

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

05/92

CARUTHERS

Agreement #	High School Course & No.	College	College Course No.	College Credits	Requirements

CENTRAL

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-10F	Accounting I	FCC	BG0-51	3	N/A
B-16F	Typing I	FCC	BSS-1A	3	N/A
HU-03F	English Honor 12 English 12	FCC	ENG-A	3	N/A
T-40F	Voc Auto	FCC	IE9	3	N/A
T-42F	Voc Woodworking	FCC FCC	MC-51 IE-1	5 3	N/A

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

3/92

CLOVIS

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-02K	Child Care	KRC	CD-50	3	N/A
		KRC	CD-32	4	
B-19F	Typing II/Word Processing	FCC	BSS-1B	3	N/A
HU-07F	Eng 12-F British Lit Comp	FCC	ENG-A	3	N/A
IT-01C	Arch Drafting	CSUF	CONST-42	3	N/A
IT-02C	Drafting I	CSUF	IT-41	3	N/A
IT-13K	Auto 1, 2, and 3	KRC	AT-9	3	N/A
SS-03F	Child Care Occupations	FCC	CD-3	3	N/A
	Child Care Occupations	FCC	CD-19	4	
T-01F	Auto Mech I	FCC	IE-9	3	N/A
T-02F	Auto Mech I and II	FCC	IE-9	3	N/A
	Auto Mech I and II	FCC	AT-51	3	N/A
T-03F	Carpentry (Bldg. Trades)	FCC	CO-50	5	N/A
T-04F	Cabinet Making	FCC	MC-51	5	N/A
		FCC	IE-1	3	
T-05F	Drafting I	FCC	DP-12	3	N/A
		FCC	IE-20	3	
T-41F	Arch Draft	FCC	A-12	3	N/A

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

3/92

CLOVIS WEST

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-02K	Child Care	KRC	CD-50	3	N/A
		KRC	CD-32	4	
B-19F	Typing II/Word Processing	FCC	BSS-1B	3	N/A
HU-08F	Senior Lit AP Eng Lit	FCC	ENG-A	3	N/A
IT-01C	Arch Drafting	CSUF	CONST-42	3	N/A
IT-02C	Drafting	CSUF	IT-41	3	N/A
IT-14K	Auto 1, 2, and 3	KRC	AT-9	3	N/A
SS-03F	Child Care Occupations	FCC	CD-3	3	N/A
	Child Care Occupations	FCC	CD-19	4	
T-01F	Auto Mech I	FCC	IE-9	3	N/A
T-02F	Auto Mech I & II	FCC	IE-9	3	N/A
	Auto Mech I & II	FCC	AT-51	3	
T-05F	Drafting I	FCC	DP-12	3	N/A
		FCC	IE-20	3	

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

5/92

COALINGA

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
T-06F	Carpentry (Bldg. Trades)	FCC	CO-50	5	N/A

DEWOLF

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-02F	Basic Typing/Keyboarding (084)	FCC	BSS-1A	3	N/A
B-04F	Accounting (096)	FCC	BG0 51	3	N/A
B-23F	Adv Typing/WP (085)	FCC	BSS-1B	3	N/A
T-08F	Woods I and II (429 & 430)	FCC	IE-1	3	N/A
T-10F	Metals I and II (423 & 424)	FCC	IE-10	3	N/A
		FCC	IE-15	3	

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

5/92

DINUBA

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
IT-09K	Auto Mech I	KRC	AT-9	3	N/A

DUNCAN POLYTECHNICAL

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
AG-02K	Forestry (906)	KRC	NR-1	2	6 Units in program area
B-01F	Medical Office Specialist (949)	FCC	BSS-60A	2	N/A
	Medical Office Specialist (949)	FCC	BSS-58	3	
B-02F	Basic Typing Keyboarding (084)	FCC	BSS-1A	3	N/A
B-03K	Child Care Occup (937)	KRC	CD-50	3	N/A
		KRC	CD-32	4	
B-04F	Accounting I (096)	FCC	BG0-51	3	N/A
B-09K	Fashion Merchandising (940 & 941)	KRC	BA-47A	1	N/A
	Fashion Merchandising (940 & 941)	KRC	BA-47B	1	N/A
	Fashion Merchandising (940 & 941)	KRC	FM-21	1	N/A
B-17F	Legal Secretary (947)	FCC	BSS-57A	3	N/A
B-20F	Fashion Merchandising (940 & 941)	FCC	M/RF 14	3	N/A
B-23F	Adv Typing/WP (085)	FCC	BSS-1B	3	N/A
HA-01F	Medical Assistant (928 & 929)	FCC	MA-60A	3	N/A
	Medical Assistant (928 & 929)	FCC	MA-60B	3	
T-07F	Police Science (978 & 979)	FCC	AJ-1	3	N/A
T-09F	Carpentry (Bldg. Trds) (960 & 961)	FCC	CO-50	3	N/A
T-11F	Graphics/Printing (970 & 971)	FCC	RE-51	2	N/A
	Graphics/Printing (972 & 973)	FCC	RE-52	2	
T-14F	Arch Design I & II (415 & 416)	FCC	AP-12	3	N/A
T-17F	Drafting Tech I & II (412 & 413)	FCC	DP-12	3	N/A
			IE-20	3	N/A

05/92

DUNCAN POLYTECHNICAL

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
T-18F	Cabinet Making (963)	FCC	MC-51	5	N/A
		FCC	IE-1	3	
T-49K	Refrig/Air Conditioning (979)	FCC	AC-50	3	N/A
SS-03F	Child Care Occupations (937)	FCC	CD-3	3	N/A
	Child Care Occupations (937)	FCC	CD-19	4	
SS-05F	Human Development (463)	FCC	CD-50	3	N/A
SS-09F	Fashion Merchandising (940 & 941)	FCC	HE-50	2	N/A
		FCC	RF-50		

EDISON/COMPUTECH

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-02F	Basic Typing Keyboard (084)	FCC	BSS-1A	3	N/A
B-03F	Shorthand I (099)	FCC	BSS-2A	4	N/A
B-04F	Accounting I (096)	FCC	BG0-51	3	N/A
IT-08K	Auto I and II (406 & 407)	KRC	AT-9	3	N/A
SS-04F	Clothing and Fashion I (447)	FCC	HE-24	3	N/A
SS-06F	Human Development (462)	FCC	CD-2	2	N/A
T-08F	Woods I & II (429 & 430)	FCC	IE-1	3	N/A
T-10F	Metals I and II (423 & 424)	FCC	IE-10	3	N/A
		FCC	IE-15	3	
T-12F	Auto I and II (406 & 407)	FCC	IE-9	3	N/A
	Auto I and II (406 & 407)	FCC	AT-51	3	
T-13F	Auto I (406)	FCC	IE-9	3	N/A
T-14F	Arch Design I and II (415 & 416)	FCC	AP-12	3	N/A
T-17F	Drafting Tech I and II (412 & 413)	FCC	DP-12	3	N/A
T-31F	Welding (988 & 989)	FCC	W-51	5	N/A
		FCC	IE-5 & 6	4	
T-44F	Auto Collision	FCC	ACRT-51	10	N/A

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

05/92

FIREBAUGH

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
HU-09F	Eng 12 - Eng Lit	FCC	ENG-A	3	N/A
IT-02K	Auto 1, 2, and 3	KRC	AT-9	3	N/A
T-38F	Auto 1, 2 and 3	FCC	IE-9	3	N/A
T-39F	Draft 1, and 2	FCC	DP-12	3	N/A

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

03/92

FOWLER

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-21F	Accounting I	FCC	BGO-51	3	N/A
B-22F	Adv Typing/WP	FCC	BSS-1B	3	N/A
B-25F	Typing I	FCC	BSS-1A	3	N/A
B-11K	Typing I/Keyboarding I	KRC	IS-10	1	N/A
HU-02F	English IV	FCC	ENG-A	3	N/A
IT-15K	Mech Draw I and II	KRC	MFG-20	2	6 Units in Manufacturing Division
T-29F	Arch Draft I and II	FCC FCC	IE-22A A-12	3 3	N/A
T-30F	Mech Draw I and II	FCC FCC	DP-12 IE-20	3 3	N/A

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

05/92

FRESNO

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-02F	Basic Typing Keyboarding (084)	FCC	BSS-1A	3	N/A
B-03F	Shorthand I (099)	FCC	BSS-2A	4	N/A
B-04F	Accounting I (096)	FCC	BGO-51	3	N/A
B-23F	Adv Type/WP (085)	FCC	BSS-1B	3	N/A
IT-08K	Auto I and II (406 & 407)	KRC	AT-9	3	N/A
SS-04F	Clothing and Fashion I (447)	FCC	HE-24	3	N/A
SS-06F	Child Care Aide (462)	FCC	CD-2	2	N/A
SS-07F	Clothing and Fashion II (448)	FCC	HE-26	3	N/A
T-8F	Woods I and II (429 & 430)	FCC	IE-1	3	N/A
T-10F	Metals I and II (423 & 424)	FCC FCC	IE-10 IE-15	3 3	N/A
T-12F	Auto I and II (406 & 407) Auto I and II (406 & 407)	FCC FCC	IE-9 AT-51	3 3	N/A
T-13F	Auto I (406)	FCC	IE-9	3	N/A
T-14F	Arch Design I and II (415 & 416)	FCC FCC	AP-12 IE-22A	3 3	N/A
T-17F	Drafting Tech I and II (412 & 413)	FCC FCC	DP-12 IE-20	3 3	N/A

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

05/92

HOOVER

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-02F	Basic Typing Keyboarding (084)	FCC	BSS-1A	3	N/A
B-03F	Shorthand I (099)	FCC	BSS-2A	3	N/A
B-04F	Accounting I (096)	FCC	BG0-51	3	N/A
B-23F	Adv Type/WP (085)	FCC	BSS-1B	3	N/A
HU-16F	Eng 200, 201, 249, 254, 259 & 264	FCC	ENG-A	3	N/A
IT-08K	Auto I & II (406 & 407)	KRC	AT-9	3	N/A
SS-04F	Clothing and Fashion I (447)	FCC	HE-24	3	N/A
SS-05F	Human Development (463)	FCC	CD-50	3	N/A
SS-06F	Child Care Aide (462)	FCC	CD-2	2	N/A
SS-07F	Clothing and Fashion II (448)	FCC	HE-26	3	N/A
T-08F	Woods I and II (429 & 430)	FCC	IE-1	3	N/A
T-10F	Metals I and II (423 & 424)	FCC	IE-10	3	N/A
		FCC	IE-15	3	
T-12F	Auto I and II (406 & 407)	FCC	IE-9	3	N/A
	Auto I and II (406 & 407)	FCC	AT-51	3	N/A
T-13F	Auto I (406)	FCC	IE-9	3	N/A
T-14F	Arch Design I and II (415 & 416)	FCC	AP-12	3	N/A
		FCC	IE-22A	3	N/A
T-15F	Advanced Electronics (421)	FCC	ET-51A	5.5	N/A
T-16F	Basic Electronics (419 or 420 GATE)	FCC	ET-50	5	N/A
T-17F	Drafting Tech I and II (412 & 413)	FCC	DP-12	3	N/A
		FCC	IE-20	3	

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

05/92

KERMAN

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-05F	Beginning Typing/Keyboarding	FCC	BSS-1A	3	N/A
B-06F	Accounting I	FCC	BGO-51	3	N/A
HU-14F	Eng 12 and Eng Honors	FCC	ENG-A	3	N/A
MSE-01F	Calculus A and B	FCC	M-51A	4	Completion of M-5B
T-22F	Mech Drawing I	FCC FCC	DP-12 IE-20	3 3	N/A

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

05/92

KINGSBURG

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-28F	Micro Computer Operations	FCC	BIP-9	3	N/A
	(VROP-Selma)				
B-06K	Fashion Merchandising	KRC	FM-20	3	N/A
	(VROP-Kingsburg)				
B-10K	Micro Computers	KRC	IS-33A	1.5	N/A
	Micro Computers	KRC	IS-33B	1.5	N/A
	(VROP-Selma)				
FA-01K	Commercial Photo	KRC	PH-1	3	N/A
	Commercial Photo	KRC	PH-2	3	
	(VROP-Selma)				
IT-06K	Auto Shop	KRC	AT-9	3	N/A
SS-08F	Careers With Children	FCC	CD-50	3	N/A
	(VROP-Sanger)				
SS-10F	Fashion Merchandising	FCC	RF-8	3	N/A
	(VROP-Kingsburg)	FCC	HE-8	3	N/A
T-32F	Intro to Criminal Justice	FCC	AJ-1	3	N/A
	(VROP-Kingsburg)				
T-35F	Commercial Photo	FCC	P-5	3	N/A
	(VROP-Selma)	FCC	P-10	3	
T-36F	Arch Draft	FCC	A-12	3	N/A
	(VROP-Sanger)				

LATON

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements

No articulated course agreements completed at this time.

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

03/92

MADERA

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-01K	Child Care	KRC	CD-50	3	N/A
		KRC	CD-32	4	
B-07F	Accounting I	FCC	BG0-51	3	N/A
B-08F	Typing/Keyboarding/Comp Op	FCC	BSS-1A	3	N/A
B-09F	Advanced Typing	FCC	BSS-1B	3	N/A
IT-11K	Auto Technology	KRC	AT-9	3	N/A
SS-03F	Child Care Occupations	FCC	CD-3	3	N/A
	Child Care Occupations	FCC	CD-19	4	
T-19F	Mech Drafting I	FCC	IE-20	3	N/A
T-20F	Arch Drafting I and II	FCC	AP-12	3	N/A
		FCC	IE-22A	3	
T-37F	Auto Technology	FCC	IE-9	3	N/A
	Auto Technology	FCC	AT-51	3	
T-45F	Auto Collision	FCC	ACRT-51	10	N/A

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MARIPOSA

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
T-21F	Cabinet Making	FCC	MC-51	5	N/A
		FCC	IE-1	3	

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McLANE

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-02F	Basic Typing Keyboard (084)	FCC	BSS-1A	3	N/A
B-03F	Shorthand I (099)	FCC	BSS-2A	4	N/A
B-04F	Accounting (096)	FCC	BGO-51	3	N/A
B-23F	Adv Type/WP (085)	FCC	BSS-1B	3	N/A
HU-10F	Eng IV P/Eng Honors	FCC	ENG-A	3	N/A
IT-08K	Auto I and II (406 & 407)	KRC	AT-9	3	N/A
SS-04F	Clothing and Fashion I (447)	FCC	HE-24	3	N/A
SS-07F	Clothing and Fashion II (448)	FCC	HE-26	3	N/A
T-08F	Woods I and II (429-430)	FCC	IE-1	3	N/A
T-10F	Metals I and II (423 & 424)	FCC	IE-10	3	N/A
		FCC	IE-15	3	
T-12F	Auto I and II (406 & 407)	FCC	IE-9	3	N/A
	Auto I and II (406 & 407)	FCC	AT-51	3	
T-13F	Auto I (406)	FCC	IE-9	3	N/A
T-14F	Arch Design I and II (415 & 416)	FCC	AP-12	3	N/A
		FCC	IE-22A	3	
T-15F	Advanced Electronics (421)	FCC	ET-51A	5.5	N/A
T-16F	Basic Electronics (419 or 420 GATE)	FCC	ET-50	5	N/A
T-17F	Drafting Tech I and II (412 & 413)	FCC	DP-12	3	N/A
		FCC	IE-20	3	

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

05/92

PARLIER

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-06K	Fashion Merchandising (VROP-Kingsburg)	KRC	FM-20	3	N/A
B-10K	Micro Computers	KRC	IS-33A	1.5	N/A
	Micro Computers (VROP-Selma)	KRC	IS-33B	1.5	N/A
B-11F	Accounting I	FCC	BGO-51	3	N/A
B-12F	Basic Keyboarding	FCC	BSS-1A	3	N/A
B-13F	Advanced Keyboarding	FCC	BSS-1B	3	N/A
B-28F	Micro Computer Operations (VROP-Selma)	FCC	BIP-9	3	N/A
FA-01K	Commercial Photo	KRC	PH-1	3	N/A
	Commercial Photo (VROP-Selma)	KRC	PH-2	3	
HU-15F	Eng IV CP/Eng Honors	FCC	ENG-A	3	N/A
SS-08F	Careers With Children (VROP-Sanger)	FCC	CD-50	3	N/A
SS-10F	Fashion Merchandising	FCC	RF-8	3	N/A
	(VROP-Kingsburg)	FCC	HE-8	3	
T-32F	Intro to Criminal Justice (VROP-Kingsburg)	FCC	AJ-1	3	N/A
T-35F	Commercial Photo	FCC	P-5	3	N/A
	(VROP-Selma)	FCC	P-10	3	
T-36F	Arch Draft (VROP-Sanger)	FCC	A-12	3	N/A

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REEDLEY

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-06F	Fashion Merchandising	KRC	FM-20	3	N/A
B-28F	Micro Computer Operations (VROP-Selma)	FCC	BIP-9	3	N/A
B-10K	Micro Computers	KRC	IS-33A	1.5	N/A
	Micro Computers (VROP-Selma)	KRC	IS-33B	1.5	
FA-01K	Commercial Photo	KRC	PH-1	3	N/A
	Commercial Photo (VROP-Selma)	KRC	PH-2	3	
SS-08F	Careers With Children (VROP-Sanger)	FCC	CD-50	3	N/A
SS-10F	Fashion Merchandising	FCC	RE-8	3	N/A
	(VROP-Kingsburg)	FCC	HE-8	3	
T-32F	Intro to Criminal Justice (VROP-Kingsburg)	FCC	AJ-1	3	N/A
T-35F	Commercial Photo	FCC	P-5	3	N/A
	(VROP-Selma)	FCC	P-10	3	
T-36F	Arch Draft (VROP-Sanger)	FCC	A-12	3	N/A
B-12K	Accounting I and II	KRC	BA 40	3	N/A
B-13K	Keyboarding/Comp Literacy	KRC	IS 10	1	N/A

RIVERDALE

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-18F	Intro to Accounting	FCC	BG0-51	3	N/A
HU-13F	Eng 12 and Prep	FCC	ENG-A	3	N/A

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

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ROOSEVELT

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-02F	Basic Typing Keyboarding (084)	FCC	BSS-1A	3	N/A
B-03F	Shorthand I (099)	FCC	BSS-2A	4	N/A
B-04F	Accounting I (096)	FCC	BGO-51	3	N/A
B-23F	Adv Type/WP (085)	FCC	BSS-1B	3	N/A
HU-05F	English IV P (194)	FCC	ENG-A	3	N/A
IT-08K	Auto I & II (406 & 407)	KRC	AT-9	3	N/A
SS-04F	Clothing and Fashion I (447)	FCC	HE-24	3	N/A
SS-05F	Human Development (463)	FCC	CD-50	3	N/A
SS-06F	Child Care Aide (462)	FCC	CD-2	2	N/A
SS-07F	Clothing and Fashion II (448)	FCC	HE-26	3	N/A
T-08F	Woods I and II (429-430)	FCC	IE-1	3	N/A
T-10F	Metals I and II (423-424)	FCC	IE-10	3	N/A
T-12F	Auto I and II (406 & 407)	FCC	AT-51	3	N/A
	Auto I and II (406 & 407)	FCC	IE-9	3	
T-13F	Auto I (406)	FCC	IE-9	3	N/A
T-14F	Arch Design I and II (415 & 416)	FCC	AP-12	3	N/A
		FCC	IE-22A	3	
T-15F	Advanced Electronics (421)	FCC	ET-51A	5.5	N/A
T-16F	Basic Electronics (419 or 420 GATE)	FCC	ET-50	5	N/A
T-17F	Drafting Tech I and II (412 & 413)	FCC	DP-12	3	N/A

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

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SANGER

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-06K	Fashion Merchandising	KRC	FM-20	3	N/A
B-10K	Micro Computers	KRC	IS-33A	1.5	N/A
	Micro Computers	KRC	IS-33B	1.5	N/A
	(VROP-Selma)				
B-28F	Micro Computer Operations (VROP-Selma)	FCC	BIP-9	3	N/A
FA-01K	Commercial Photo	KRC	PH-1	3	N/A
	Commercial Photo	KRC	PH-2	3	
	(VROP-Selma)				
HU-01K	English 12	KRC	ENG-25	3	N/A
HU-04K	English 12	FCC	ENG-A	3	N/A
HU-18F	British Lit P	FCC	ENG-A	3	N/A
IT-07K	Auto Survey	KRC	AT-9	3	N/A
SS-08K	Careers With Children (VROP-Sanger)	FCC	CD-50	3	N/A
SS-10F	Fashion Merchandising	FCC	RF-8	3	N/A
	(VROP-Kingsburg)	FCC	HE-8	3	
T-32F	Intro to Criminal Justice (VROP-Kingsburg)	FCC	AJ-1	3	N/A
T-35F	Commercial Photo	FCC	P-5	3	N/A
	(VROP-Sanger)	FCC	P-10	3	
T-36F	Arch Draft (VROP-Sanger)	FCC	A-12	3	N/A

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SELMA

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
AG-05K	Ag Mech I and II	KRC	L-10	2	N/A
B-27F	Keyboarding	FCC	BSS-1A	3	N/A
B-28F	Micro Computer Operations (VROP-Selma)	FCC	BIP-9	3	N/A
B-05K	Child Care Occupations	KRC KRC	CD-50 CD-32	3 4	N/A
B-06K	Fashion Merchandising (VROP-Kingsburg)	KRC	FM-20	3	N/A
B-07K	Keyboard I and II	KRC	OT 7/I.S-10	1.5	6 Units in Business Division
B-10K	Micro Computers Micro Computers (VROP-Selma)	KRC KRC	IS-33A IS-33B	1.5 1.5	N/A N/A
FA-01K	Commercial Photo Commercial Photo (VROP-Selma)	KRC KRC	PH-1 PH-2	3 3	N/A
HU-12F	Eng 4B, Eng 4, Eng 4P, AP Eng4	FCC	ENG-A	3	N/A
IT-04K	Welding I and II	KRC	MFG-32A	2	N/A
IT-05K	Drafting I and II	KRC	MFG-20	2	N/A
SS-08F	Careers With Children (VROP-Sanger)	FCC	CD-50	3	N/A
SS-10F	Fashion Merchandising (VROP-Kingsburg)	FCC FCC	RF-8 HE-8	3 3	N/A
T-32F	Intro to Criminal Justice (VROP-Kingsburg)	FCC	AJ-1	3	N/A
T-35F	Commercial Photo (VROP-Selma)	FCC FCC	PH-5 PH-10	3	N/A
T-36F	Arch Draft (VROP-Sanger)	FCC	A-12	3	N/A
T-43F	Auto I	FCC	IE-9	3	N/A
T-47F	Drafting I	FCC	DP-12	3	N/A
T-48F	Auto Body Repair	FCC	ACRT 51 A	5	N/A

SIERRA

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
AG-01K	Forestry	KRC	NR-1	2	6 Units in program area
AG-03K	Livestock Meat Processing	KRC	AS-10	1	6 Units in program area
B-29F	Accounting I	FCC	BG0-51	3	N/A
IT-03K	Auto I	KRC	AT-9	3	N/A
SS-02F	Career With Children	FCC	CD-2	2	N/A
T-23F	Advanced Wood	FCC	IE-1	3	N/A
T-24F	Automotive Mech I	FCC	IE-9	3	N/A
T-25F	Cabinet Making	FCC FCC	MC-51 IE-9	5 3	N/A N/A
T-46F	Auto Collision	FCC	ACRT-51	10	N/A

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GOLDEN PLAINS

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
HU-11F	English 4	FCC	ENG-A	3	N/A
IT-01K	Auto Technology	KRC	AT-9	3	N/A
T-26F	Cabinet Making	FCC FCC	MC-51 IE-1	5 3	N/A

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

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WASHINGTON UNION

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-14F	Typing I	FCC	BSS-1A	3	N/A
B-15F	Accounting I	FCC	BGO-51	3	N/A
HU-01F	English 12P	FCC	ENG-A	3	N/A
IT-10K	Auto Technology	KRC	AT-9	3	N/A
T-34F	Auto Technology	FCC	IE-9	3	N/A
	Auto Technology	FCC	AT-51	3	

**Refer to pages 9-10 (Duncan Polytechnical) for other articulated Voc. Ed./ROP electives.*

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YOSEMITE

Agreement#	High School Course & No.	College	College Course No.	College Credits	Requirements
B-04K	Child Care	KRC KRC	CD-50 CD-32	3 4	N/A
IT-12K	Auto Technology	KRC	AT-9	3	N/A
SS-01F	Careers With Children	FCC	CD-2	2	N/A
T-27F	Drafting I and II	FCC FCC	DP-12 IE-20	3 3	N/A
T-28F	Cabinet Making	FCC FCC	MC-51 IE-1	5 3	N/A
T-30F	Arch Draft	FCC	A-12	3	N/A

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ARTICULATION REPOSITORY LISTING

Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
Agriculture						
AG-01K	09/89	KRC	NR 1	Forestry	2	Sierra
AG-02K	09/89	KRC	NR 1	Forestry	2	Duncan
AG-03K	04/90	KRC	AS 10	Livestock Meat Processing	1	FMROP-Sierra
AG-04K	12/91	KRC	AS 1	Vet/Animal Health	3	Selma
AG-05K	12/91	KRC	L 10	Ag I and II	2	Selma
AG-06K	12/91	KRC	AG 10	Intro to Ag	3	Selma

Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
Business						
B-01F	05/89	FCC	BSS 60A	Medical Office Specialist	2	FMROP-Duncan
		FCC	BSS 58	Medical Office Specialist	3	
B-02F	01/92	FCC	BSS 1A	Basic Typing Keyboarding	3	Bullard, DeWolf, Duncan, Edison/ Computech, Fresno, Hoover, McLane and Roosevelt
B-03F	05/89	FCC	BSS 2A	Shorthand I	4	Bullard, Edison/ Computech, Fresno, Hoover, McLane and Roosevelt
B-04F	01/92	FCC	BGO 51	Accounting I	3	Bullard, DeWolf, Duncan, Edison/ Computech, Fresno, Hoover, McLane and Roosevelt
B-05F	02/89	FCC	BSS 1A	Basic Typing/Keyboarding	3	Kerman
B-06F	11/88	FCC	BGO 51	Accounting I	3	Kerman
B-07F	02/89	FCC	BGO 51	Accounting I	3	Madera
B-08F	02/89	FCC	BSS 1A	Typing/Keyboarding/Com Op	3	Madera
B-09F	11/88	FCC	BSS 1B	Advanced Typing	3	Madera
B-10F	05/89	FCC	BGO 51	Accounting I	3	Central
B-11F	05/89	FCC	BGO 51	Accounting I	3	Parlier
B-12F	05/89	FCC	BSS 1A	Basic Keyboarding	3	Parlier
B-13F	05/89	FCC	BSS 1B	Advanced Keyboarding	3	Parlier
B-14F	05/89	FCC	BSS 1A	Typing I	3	WUHS
B-15F	11/88	FCC	BG0 51	Accounting I	3	WUHS
B-16F	05/89	FCC	BSS 1A	Typing I	3	Central

Articulation Repository Listing (Continued)

Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
Business						
B-17F	01/90	FCC	BSS 57A	Legal Secretary	3	FMROP-Duncan
B-18F	07/90	FCC	BGO 51	Intro to Accounting	3	Riverdale
B-19F	07/90	FCC	BSS 1B	Typing II/Word Processing	3	Clovis, Clovis West, and CVC
B-20F	07/90	FCC	M/RF 14	Fashion Merchandising	3	FMROP-Duncan
B-21F	05/91	FCC	BGO 51	Accounting I	3	Fowler
B-22F	5/91	FCC	BSS 1B	Adv Type/WP	3	Fowler
B-23F	01/92	FCC	BSS 1B	Adv Type/WP	3	Bullard, Duncan, Edison Fresno, Hoover, McLane, and Roosevelt
B-24F	10/91	FCC	BSS 1A	Keyboarding/WP	3	Caruthers
B-25F	10/91	FCC	BSS 1A	Typing I	3	Fowler
B-27F	01/92	FCC	BSS 1A	Keyboarding	3	Selma
B-28F	01/92	FCC	BIP 9	Micro Computer Op	3	VROP-Selma
B-29F	01/92	FCC	BGO 51	Accounting I	3	Sierra
B-01K	04/91	KRC	CD 50	Child Care	3	FMROP-Madera
		KRC	CD 32	Child Care	4	
B-02K	04/91	KRC	CD 50	Child Care	3	FMROP-Clovis
B-03K	04/91	KRC	CD 50	Child Care	3	FMROP-Duncan
		KRC	CD 32	Child Care	4	
B-04K	04/91	KRC	CD 50	Child Care	3	FMROP-Yosemite
		KRC	CD 32	Child Care	4	
B-05K	04/91	KRC	CD 50	Child Care	3	Selma
		KRC	CD 32	Child Care	4	
B-06K	04/91	KRC	FM 20	Fashion Merchandising	3	VROP-Kingsburg

Articulation Repository Listing (Continued)

Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
Business						
B-07K	12/91	KRC	0T7/IS10	Keyboarding I and II	1.5	Selma
B-08K	01/92	KRC	0T 2	Word Processing	3	Caruthers
B-09K	01/92	KRC	BA 47A	Fashion Merchandising	1	FMROP-Duncan
		KRC	BA 47B	Fashion Merchandising	1	FMROP-Duncan
		KRC	FM 21	Fashion Merchandising	1	FMROP-Duncan
B-10K	03/92	KRC	IS 33A	Micro Computers	1.5	VROP-Selma
			IS 33B	Micro Computers	1.5	
B-11K	03/92	KRC	IS 10	Typing I/Keyboarding	1	Fowler
B-12K	04/92	KRC	BA 40	Accounting I and II	3	Reedley
B-13K	04/92	KRC	IS 10	Keyboarding/Comp Literacy	1	Reedley

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Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
Fine Arts						
FA-01K	05/90	KRC	PH 1	Commercial Photo	3	VROP-Selma
		KRC	PH 2	Commercial Photo	3	

Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
Health						
HA-01F	06/88	FCC	MA 60A	Medical Assistant	3	FMROP-Duncan
		FCC	MA 60B	Medical Assistant	3	

Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
Humanities						
HU-01F	07/90	FCC	ENG A	English 12 P	3	WUHS
HU-02F	07/90	FCC	ENG A	English V	3	Fowler
HU-03F	07/90	FCC	ENG A	English 12 H English 12	3	Central
HU-04F	07/90	FCC	ENG A	English 12	3	Sanger
HU-05F	07/90	FCC	ENG A	English IV P	3	Roosevelt
HU-06F	07/90	FCC	ENG A	English IV P	3	Bullard
HU-07F	07/90	FCC	ENG A	English 12 P British Literature Comp	3	Clovis
HU-08F	07/90	FCC	ENG A	English Senior Lit P AP English Literature	3	Clovis West
HU-09F	10/90	FCC	ENG A	English Literature	3	Firebaugh
HU-10F	02/91	FCC	ENG A	Eng IV P/Eng Honors	3	McLane
HU-11F	02/91	FCC	ENG A	English 4	3	Golden Plains
HU-12F	02/91	FCC	ENG A	English 4B, English 4, English 4P, AP English 4	3	Selma
HU-13F	02/91	FCC	ENG A	English 12 and 12 Prep	3	Riverdale
HU-14F	02/91	FCC	ENG A	English 12 and English Honors	3	Kerman
HU-15F	04/91	FCC	ENG A	English IV CP and Honors	3	Parlier
HU-16F	04/91	FCC	ENG A	English 200, 201, 249, 254 259, and 264	3	Hoover
HU-17F	4/91	FCC	ENG A	English IV (P) and English IV (HP)	3	Caruthers
HU-18F	01/92	FCC	ENG A	British Literature P	3	Sanger
HU-01K	4/91	KRC	ENG 25	English 12	3	Sanger

Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
Industrial Technology						
IT-01C	06/90	CSUF	IT 41	Arch Drafting	3	Clovis, Clovis West
IT-02C	06/90	CSUF	IT 41	Drafting	3	Clovis, Clovis West
IT-01K	02/91	KRC	AT 9	Auto Technology	3	FMROP-Golden Plains
IT-02K	02/91	KRC	AT 9	Auto 1, 2 and 3	3	Firebaugh
IT-03K	02/91	KRC	AT 9	Auto 1	3	Sierra
IT-04K	02/91	KRC	MFG 32A	Welding I and II	3	Selma
IT-05K	02/91	KRC	MFG 20	Drafting I and II	2	Selma
IT-06K	02/91	KRC	AT 9	Auto Shop	3	Kingsburg
IT-07K	02/91	KRC	AT 9	Auto Survey	3	Sanger
IT-08K	02/91	KRC	AT 9	Auto I and II	3	Bullard, Edison, Fresno, Hoover, McLane, and Roosevelt
IT-09K	02/91	KRC	AT 9	Auto Mech I	3	Dinuba
IT-10K	02/91	KRC	AT 9	Auto Technology	3	FMROP-WUHS
IT-11K	02/91	KRC	AT 9	Auto Technology	3	FMROP-Madera
IT-12K	02/91	KRC	AT 9	Auto Technology	3	FMROP-Yosemite
IT-13K	02/91	KRC	AT 9	Auto 1, 2 and 3	3	Clovis
IT-14K	02/91	KRC	AT 9	Auto 1, 2 and 3	3	Clovis West
IT-15K	12/91	KRC	MFG 20	Mech Draw I and II	2	Fowler

Agreement#	Date	College/Number	Course	Credits/ Units	High School/ROP
Math, Science, and Engineering					
MSE-01F	01/92	FCC M5-A	Calculus A and B	4	Kerman

Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP

Social Science

Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
SS-01F	04/89	FCC	CD 2	Careers With Children	2	FMROP-Yosemite
SS-02F	04/89	FCC	CD 2	Careers With Children	2	FMROP-Sierra
SS-03F	10/88	FCC	CD 3	Child Care Occupations	3	FMROP-Clovis
		FCC	CD 19	Child Care Occupations	4	Madera and Duncan
SS-04F	01/90	FCC	HE 24	Clothing and Fashion I	3	Bullard, Edison, Fresno, Hoover, Mclane and Roosevelt
SS-05F	01/90	FCC	CD 50	Human Development	3	Bullard, Duncan, Hoover, and Roosevelt
SS-06F	01/90	FCC	CD 2	Child Care Aide	2	Edison, Fresno, Hoover, and Roosevelt
SS-07F	01/90	FCC	HE-26	Clothing and Fashion II	3	Bullard, Fresno, Hoover, McLane and Roosevelt
SS-08F	07/90	FCC	CD 50	Careers With Children	3	VROP-Sanger
SS-09F	07/90	FCC	HE 50	Fashion Merchandising	2	FMROP-Duncan
		FCC	RF 50	Fashion Merchandising	2	
SS-10F	05/91	FCC	RF 8	Fashion Merchandising	3	VROP-Kingsburg
			HE 8	Fashion Merchandising		

Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
Technical and Industrial						
T-01F	05/89	FCC	IE 9	Auto Mechanics I	3	Clovis and Clovis West
T-02F	05/89	FCC	IE 9	Auto Mechanics I and II	3	Clovis and Clovis West
		FCC	AT 51	Auto Mechanics I and II	3	
T-03F	04/89	FCC	CO 50	Carpentry (Bldg. Trades)	5	Clovis
T-04F	12/88	FCC	MC 51	Cabinet Making	5	Clovis
T-05F	06/88	FCC	DP 12	Drafting I	3	Clovis and Clovis West
		FCC	IE 20	Drafting I	3	
T-06F	04/89	FCC	CO 50	Carpentry (Bldg. Trades)	5	FMROP-Coalinga
T-07F	05/89	FCC	AJ 1	Police Science	3	FMROP-Duncan
T-08F	04/89	FCC	IE 1	Woods I and II	3	Bullard, DeWolf, Edison /Computech, Hoover, Fresno, McLane and Roosevelt
T-09F	04/89	FCC	CO 50	Carpentry (Bldg. Trades)	5	FMROP-Duncan
T-10F	04/89	FCC	IE 10	Metals I and II	3	Bullard, DeWolf, Edison /Computech, Hoover, Fresno, McLane and Roosevelt
		FCC	IE 15	Metals I and II	3	
T-11F	04/89	FCC	RE 51	Graphics/Printing	2	FMROP-Duncan
		FCC	RE 52	Graphics/Printing	2	
T-12F	04/89	FCC	IE 9	Auto I and II	3	Bullard, Edison /Computech, Fresno Hoover, McLane and Roosevelt
		FCC	AT 51	Auto I and II	3	
T-13F	04/89	FCC	IE 9	Auto I	3	Bullard, Edison /Computech, Fresno, Hoover, McLane and Roosevelt
T-14F	06/88	FCC	AP 12	Arch Design I and II	3	Bullard, Edison /Computech, Duncan, Fresno, Hoover, McLane and Roosevelt
		FCC	IE 22A			

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Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
Technical and Industrial (con't.)						
T-15F	06/88	ET	51A	Advanced Electronics	5.5	Hoover, McLane and Roosevelt
T-16F	06/88	FCC	ET 50	Basic Electronics	5	Hoover, McLane and Roosevelt
T-17F	06/88	FCC FCC	DP 12 IE 20	Drafting Tech I and II	3	Bullard, Edison /Computech, Duncan, Fresno, Hoover, McLane and Roosevelt
T-18F	12/88	FCC	IE 1	Cabinet Making	3	FMROP-Duncan
T-19F	11/88	FCC FCC	DP 12 IE 20	Mech Draw I	3	Madera
T-20F	11/88	FCC FCC	AP 12 IE 22A	Arch Draft I and II	3 3	Madera
T-21F	12/88	FCC	IE 1	Cabinet Making	3	FMROP-Mariposa
T-22F	11/88	FCC FCC	DP 12 IE 20	Mech Drawing 1	3 3	Kerman
T-23F	04/89	FCC	IE 1	Advanced Wood	3	Sierra
T-24F	04/89	FCC	IE 9	Auto Mech 1	3	Sierra
T-25F	12/88	FCC	IE 1	Cabinet Making	3	FMROP-Sierra
T-26F	12/88	FCC	IE 1	Cabinet Making	3	FMROP-Golden Plains
T-27F	11/88	FCC FCC	DP 12 IE 20	Draft I and II	3	Yosemite
T-28F	12/88	FCC	IE 1	Cabinet Making	3	FMROP-Yosemite
T-29F	05/89	FCC FCC	IE 22A A 12	Arch I and II	3 3	Fowler
T-30F	05/89	FCC FCC	DP 12 IE 20	Mech Draw I and II	3 3	Fowler

Agreement#	Date	College/Number		Course	Credits/ Units	High School/ROP
Technical and Industrial (con't.)						
T-31F	06/88	FCC	W 51	Welding	5	FMROP-Edison
		FCC	IE 5 and 6		4	
T-32F	01/90	FCC	AJ 1	Intro to Criminal Justice	3	VROP-Kingsburg
T-33F	07/90	FCC	A 12	Arch Drafting	3	FMROP-Yosemite
T-34F	07/90	FCC	IE 9	Auto Technology	3	FMROP-WUHS
		FCC	AT 51	Auto Technology	3	
T-35F	07/90	FCC	PH 5	Commercial Photo	3	VROP-Selma
		FCC	PH 10		3	
T-36F	07/90	FCC	A 12	Arch Draft	3	VROP-Sanger
T-37F	07/90	FCC	IE 9	Auto Technology	3	FMROP-Madera
		FCC	AT 51	Auto Technology	3	
T-38F	07/90	FCC	IE 9	Auto 1, 2 and 3	3	Firebaugh
T-39F	07/90	FCC	DP 12	Draft 1 and 2	3	Firebaugh
T-40F	07/90	FCC	IE 9	Voc Auto	3	Central
T-41F	07/90	FCC	A 12	Arch Draft	3	FMROP-Clovis
T-42F	07/90	FCC	ME 51	Voc Woodworking	5	Central
		FCC	IE 1		3	
T-43F	01/91	FCC	IE 9	Auto I	3	Selma
T-44F	05/91	FCC	ACRT 51	Auto Collision	10	FMROP-Edison
T-45F	05/91	FCC	ACRT 51	Auto Collision	10	FMROP-Madera
T-46F	05/91	FCC	ACRT 51	Auto Collision	10	FMROP-Sierra
T-47F	05/91	FCC	DP 12	Drafting I	3	Selma
T-48F	12/91	FCC	ACRT51A	Auto Collision Repair	5	VROP-Selma
T-49F	12/91	FCC	AC 50	Refrigeration/AC	3	FMROP-Duncan

INVENTORY OF ARTICULATED COURSES WITH FRESNO CITY COLLEGE

Agreement#	Date	Number	Course	Credits/ Units	High School/ROP
Business					
B-01F	05/89	BSS 60A	Medical Office Specialist	2	FMROP-Duncan
		BSS 58	Medical Office Specialist	3	
B-02F	01/92	BSS 1A	Basic Typing Keyboarding	3	Bullard, DeWolf, Duncan Edison/Computech, Fresno, Hoover, McLane, and Roosevelt
B-03F	05/89	BSS 2A	Shorthand I	4	Bullard, Duncan, Edison Computech, Fresno, Hoover, McLane, and Roosevelt
B-04F	01/92	BGO 51	Accounting I	3	Bullard, DeWolf, Duncan Edison/Computech, Fresno, Hoover, McLane, and Roosevelt
B-05F	02/89	BSS 1A	Basic Typing Keyboarding	3	Kerman
B-06F	11/89	BGO 51	Accounting I	3	Kerman
B-07F	02/89	BGO 51	Accounting I	3	Madera
B-08F	02/89	BSS 1A	Typing/Keyboarding/Comp Op	3	Madera
B-09F	11/88	BSS 1B	Advanced Typing	3	Madera
B-10F	05/89	BGO 51	Accounting I	3	Central
B-11F	05/89	BGO 51	Accounting I	3	Parlier
B-12F	05/89	BSS 1A	Basic Keyboarding	3	Parlier
B-13F	05/89	BSS 1B	Advanced Keyboarding	3	Parlier
B-14F	05/89	BSS 1A	Typing I	3	WUHS
B-15F	11/88	BGO 51	Accounting	3	WUHS
B-16F	05/89	BSS 1A	Typing I	3	Central
B-17F	01/90	BSS 57A	Legal Secretary	3	FMROP-Duncan

Agreement#	Date	Number		Course	Credits/ Units	High School/ROP
Business						
B-18F	07/90	BGO	51	Intro to Accounting	3	Riverdale
B-19F	07/90	BSS	1B	Typing II/Word Processing	3	Clovis, Clovis West, CVC
B-20F	07/90	M/RF	14	Fashion Merchandising	3	FMROP-Duncan
B-21F	05/91	BGO	51	Accounting I	3	Fowler
B-22F	05/91	BSS	1B	Advanced Typing/WP	3	Fowler
B-23F	01/92	BSS	1B	Advanced Typing/WP	3	Bullard, Duncan, Edison, Fresno, Hoover, McLane, and Roosevelt
B-24F	10/91	BSS	1A	Keyboarding/Word Processing	3	Caruthers
B-25F	10/91	BSS	1A	Typing I	3	Fowler
B-27F	01/92	BSS	1A	Keyboarding	3	Selma
B-28F	01/92	BIP	9	Micro Computer Operations	3	VROP-Selma
B-29F	01/92	BGO	51	Accounting I	3	Sierra

Agreement#	Date	Number		Course	Credits/ Units	High School/ROP
Health						
HA-01F	06/88	MA	60A	Medical Assistant	3	FMROP-Duncan
		MA	60B	Medical Assistant	3	

Agreement#	Date	Number		Course	Credits/ Units	High School/ROP
Humanities						
HU-01F	07/90	ENG	A	English 12 P	3	Washington Union
HU-02F	07/90	ENG	A	English IV	3	Fowler
HU-03F	07/90	ENG	A	English 12 H English 12	3	Central
HU-04F	07/90	ENG	A	English 12	3	Sanger
HU-05F	07/90	ENG	A	English IV P	3	Roosevelt
HU-06F	07/90	ENG	A	English IV P	3	Bullard
HU-07F	07/90	ENG	A	English 12 P British Literature Comp	3	Clovis
HU-08F	07/90	ENG	A	Senior Literature P AP English Literature	3	Clovis West
HU-09F	10/90	ENG	A	English Literature	3	Firebaugh
HU-10F	02/91	ENG	A	English IV P English Honors	3	McLane
HU-11F	02/91	ENG	A	English 4	3	Golden Plains
HU-12F	02/91	ENG	A	English 4B, English 4 English 4P, AP, English 4	3	Selma
HU-13F	02/91	ENG	A	English 12 and 12 Prep	3	Riverdale
HU-14F	02/91	ENG	A	English 12 and English Honors	3	Kerman
HU-15F	04/91	ENG	A	English IV CP and Honors	3	Parlier
HU-16F	04/91	ENG	A	English 200, 201, 249, 254, 259, and 264	3	Hoover
HU-17F	4/92	ENG	A	Eng IV (P) and Eng IV (HP)	3	Caruthers
HU-18F	01/92	ENG	A	British Literature P	3	Sanger

Agreement#	Date	Number		Course	Credits/ Units	High School/ROP
Math, Science, and Engineering						
MS-01F	01/92	M5	A	Calculus A and B	4	Kerman

Agreement#	Date	Number	Course	Credits/ Units	High School/ROP
Social Science					
SS-01F	04/89	CD 2	Careers With Children	2	FMROP-Yosemite
SS-02F	04/89	CD 2	Careers With Children	2	FMROP-Sierra
SS-03F	10/88	CD 3	Care/Guidance of Child	3	FMROP-Clovis, Madera, and Duncan
		CD 19	Care/Guidance of Child	4	
SS-04F	01/90	HE 24	Clothing and Fashion I	3	Bullard, Edison, Fresno, Hoover, McLane and Roosevelt
SS-05F	01/90	CD 50	Human Development	3	Bullard, Duncan, Hoover, and Roosevelt
SS-06F	01/90	CD 2	Child Care Aide	2	Edison, Fresno, Hoover, and Roosevelt
SS-07F	01/90	HE 26	Clothing and Fashion II	3	Bullard, Fresno, Hoover, McLane, and Roosevelt
SS-08F	07/90	CD 50	Careers With Children	3	VROP-Sanger
SS-09F	07/90	MF 50	Fashion Merchandising	2	FMROP-Duncan
		RF 50			
SS-10F	05/91	RF 8	Fashion Merchandising	3	VROP-Kingsburg
		HE 8			

Agreement#	Date	Number		Course	Credits/ Units	High School/ROP
Technical and Industrial						
T-01F	05/89	IE	9	Auto Mech I	3	Clovis and Clovis West
T-02F	05/89	IE	9	Auto Mech I and II	3	Clovis and Clovis West
		AT	51	Auto Mech I and II	3	
T-03F	04/89	CO	50	Carpentry (Bldg. Trades)	5	Clovis
T-04F	12/88	MC	51	Cabinet Making	5	Clovis
		IE	1		3	
T-05F	06/88	DP	12	Drafting I	3	Clovis and Clovis West
		IE	20		3	
T-06F	04/89	CO	50	Carpentry (Bldg. Trades)	5	FMROP-Coalinga
T-07F	05/89	AJ	1	Police Science	3	FMROP-Duncan
T-08F	04/89	IE	1	Woods I and II	3	Bullard, DeWolf, Duncan, Edison/ Computech, Hoover, Fresno, McLane and Roosevelt
T-09F	04/89	CO	50	Carpentry (Bldg. Trades)	5	FMROP-Duncan
T-10F	04/89	IE	10	Metals I and II	3	Bullard, DeWolf, Duncan, Edison/ Computech, Hoover, Fresno, McLane, and Roosevelt
		IE	15		3	
T-11F	04/89	RE	51	Graphics/Printing	2	FMROP-Duncan
		RE	52	Graphics/Printing	2	
T-12F	04/89	IE	9	Auto I and II	3	Bullard, Edison, /Computech, Hoover, McLane, and Roosevelt
		AT	51	Auto I and II	3	
T-13F	04/89	IE	9	Auto I	3	Bullard, Edison/ Computech, Hoover, McLane, and Roosevelt
T-14F	06/88	AP	12	Arch Design I and II	3	Bullard, Edison/ Computech, Duncan, Fresno, Hoover, McLane, and Roosevelt
		IE	22A		3	

Agreement#	Date	Number		Course	Credits/ Units	High School/ROP
Technical and Industrial (con't.)						
T-15F	06/88	ET	51A	Advanced Electronics	5.5	Hoover, McLane, and Roosevelt
T-16F	06/88	ET	50	Basic Electronics	5	Hoover, McLane, and Roosevelt
T-17F	06/88	DP	12	Drafting Tech I and II	3	Bullard, Edison/ Computech, Duncan, Fresno, and Hoover
		IE	20		3	
T-18F	12/88	MC	51	Cabinet Making	5	FMROP-Duncan
		IE	1		3	
T-19F	11/88	DP	12	Mech Draw I	3	Madera
		IE	20		3	
T-20F	11/88	AP	12	Arch Draft I and II	3	Madera
		IE	22A		3	
T-21F	12/88	MC	51	Cabinet Making	5	FMROP-Mariposa
		IE	1		3	
T-22F	11/88	DP	12	Mech Drawing I	3	Kerman
		IE	20		3	
T-23F	04/89	IE	1	Advanced Wood	3	Sierra
T-24F	04/89	IE	9	Auto Mech I	3	Sierra
T-25F	12/88	MC	51	Cabinet Making	5	FMROP-Sierra
		IE	1		3	
T-26F	12/88	MC	51	Cabinet Making	5	FMROP-Golden Plains
		IE	1		3	
T-27F	11/88	DP	12	Drafting I and II	3	Yosemite
		IE	20		3	
T-28F	12/88	MC	51	Cabinet Making	5	FMROP-Yosemite
		IE	1		3	
T-29F	05/89	IE	22A	Arch I and II	3	Fowler
		A	12		3	

Technical and Industrial (con't.)

Agreement#	Date	Number	Course	Credits/ Units	High School/ROP
T-30F	05/89	DP 12	Mech Draw I and II	3	Fowler
		IE 20		3	
T-31F	06/88	W 51	Welding	5	FMROP-Edison
		IE 5 and 6		4	
T-32F	01/90	AG 1	Intro to Criminal Justice	3	VROP-Kingsburg
T-33F	07/90	A 12	Arch Drafting	3	FMROP-Yosemite
T-34F	07/90	IE 9	Auto Technology	3	FMROP-WUHS
		AT 51	Auto Technology	3	
T-35F	07/90	P 5	Commercial Photo	3	VROP-Selma
		P 10		3	
T-36F	07/90	A 12	Arch Draft	3	VROP-Sanger
T-37F	07/90	IE 9	Auto Technology	3	FMROP-Madera
		AT 51	Auto Technology	3	
T-38F	07/90	IE 9	Auto 1, 2, and 3	3	Firebaugh
T-39F	07/90	DP 12	Drafting 1 and 2	3	Firebaugh
T-40F	07/90	IE 9	Voc Auto	3	Central
T-41F	07/90	A 12	Arch Draft	3	FMROP-Clovis
T-42F	07/90	MC 51	Voc Woodwork	5	Central
		IE 1		3	
T-43F	01/91	IE 9	Auto I	3	Selma
T-44F	05/91	ACRT 51	Auto Collision	10	FMROP-Edison
T-45F	05/91	ACRT 51	Auto Collision	10	FMROP-Madera
T-46F	05/91	ACRT 51	Auto Collision	10	FMROP-Sierra
T-47F	05/91	DP 12	Drafting I	3	Selma
T-48F	12/91	ACRT 51A	Auto Collision Repair	5	VROP-Selma
T-49F	12/91	AC 50	Refrigeration/AC	3	FMROP-Duncan

INVENTORY OF ARTICULATED COURSES WITH KINGS RIVER COMMUNITY COLLEGE

Agreement#	Date	Number	Course	Credits/ Units	High School/ROP
Agriculture					
AG-01K	01/90	NR 1	Forestry	2	FMROP-Sierra
AG-02K	01/90	NR 1	Forestry	2	Duncan
AG-03K	04/90	AS 10	Livestock Meat Processing	1	FMROP-Sierra
AG-04K	12/91	AS 1	Vet/Animal Health	3	Selma
AG-05K	12/91	L 10	Ag I and II	2	Selma
AG-06K	12/91	AG 10	Intro to Ag	3	Selma

Inventory of Articulated Courses With KRC (con't.)

Agreement#	Date	Number		Course	Credits/ Units	High School/ROP
Business						
B-01K	04/92	CD	50	Child Care	3	FMROP-Madera
		CD	32	Child Care	4	
B-02K	04/91	CD	50	Child Care	3	FMROP-Clovis
		CD	32	Child Care	4	
B-03K	04/91	CD	50	Child Care Occup	3	FMROP-Duncan
		CD	32	Child Care Occup	4	
B-04K	04/91	CD	50	Child Care	3	FMROP-Yosemite
		CD	32	Child Care	4	
B-05K	04/91	CD	50	Child Care Occup	3	Selma
		CD	32	Child Care Occup	4	
B-06K	04/91	FM	20	Fashion Merchandising	3	VROP-Kingsburg
B-07K	12/91	OT7/	IS 10	Keyboarding I and II	1.5	Selma
B-08K	01/92	OT	2	Word Processing	3	Caruthers
B-09K	01/92	BA	47A	Fashion Merchandising	1	FMROP-Duncan
		BA	47B	Fashion Merchandising	1	
		FM	21	Fashion Merchandising	1	
B-10K	03/92	IS	33A	Micro Computers	1.5	VROP-Selma
		IS	33B	Micro Computers	1.5	
B-11K	03/92	IS	10	Typing I/Keyboarding	1	Fowler
B-12K	04/92	BA	40	Accounting I and II	3	Reedley
B-13K	04/92	IS	10	Keyboarding/Comp Literacy	1	Reedley

Agreement#	Date	Number		Course	Credits/ Units	High School/ROP
Fine Arts						
FA-01K	05/90	PH	1	Commercial Photography	3	VROP-Selma
		PH	2	Commercial Photography	3	

Agreement#	Date	Number	Course	Credits/ Units	High School/ROP
Humanities					
HU-01K	04/91	ENG 25	English 12	3	Sanger

Agreement#	Date	Number	Course	Credits/ Units	High School/ROP
Industrial Technology					
IT-01K	02/91	AT 9	Auto Technology	3	FMROP-Golden Plains
IT-02K	02/91	AT 9	Auto 1, 2 and 3	3	Firebaugh
IT-03K	02/91	AT 9	Auto 1	3	Sierra
IT-04K	02/91	MFG 32A	Welding I and II	3	Selma
IT-05K	02/91	MFG 20	Drafting I and II	2	Selma
IT-06K	02/91	AT 9	Auto Shop	3	Kingsburg
IT-07K	02/91	AT 9	Auto Survey	3	Sanger
IT-08K	02/91	AT 9	Auto I and II	3	Bullard, Edison, Fresno, Hoover, McLane, and Roosevelt
IT-09K	02/91	AT 9	Auto Mech I	3	Dinuba
IT-10K	02/91	AT 9	Auto Technology	3	FMROP-WUHS
IT-11K	02/91	AT 9	Auto Technology	3	FMROP-Madera
IT-12K	02/91	AT 9	Auto Technology	3	FMROP-Yosemite
IT-13K	02/91	AT 9	Auto 1, 2, and 3	3	Clovis
IT-14K	02/91	AT 9	Auto 1, 2, and 3	3	Clovis West
IT-15K	12/91	MFG 20	Mech Draw I and II	2	Fowler

INVENTORY OF ARTICULATED COURSES WITH CAL STATE UNIVERSITY-FRESNO

Agreement#	Date	Number		Course	Credits/ Units	High School/ROP
Industrial Technology						
IT-01C	06/90	ITC	42	Arch Drafting	3	Clovis and Clovis West
IT-02C	06/90	IT	41	Drafting I	3	Clovis and Clovis West

INVENTORY OF ARTICULATED COURSES WITH PACIFIC COLLEGE

Agreement#	Date	Number	Course	Credits/ Units	High School/ROP

No articulated course agreements completed at this time.

2+2

EQUALS COLLEGE CREDIT, NOW!

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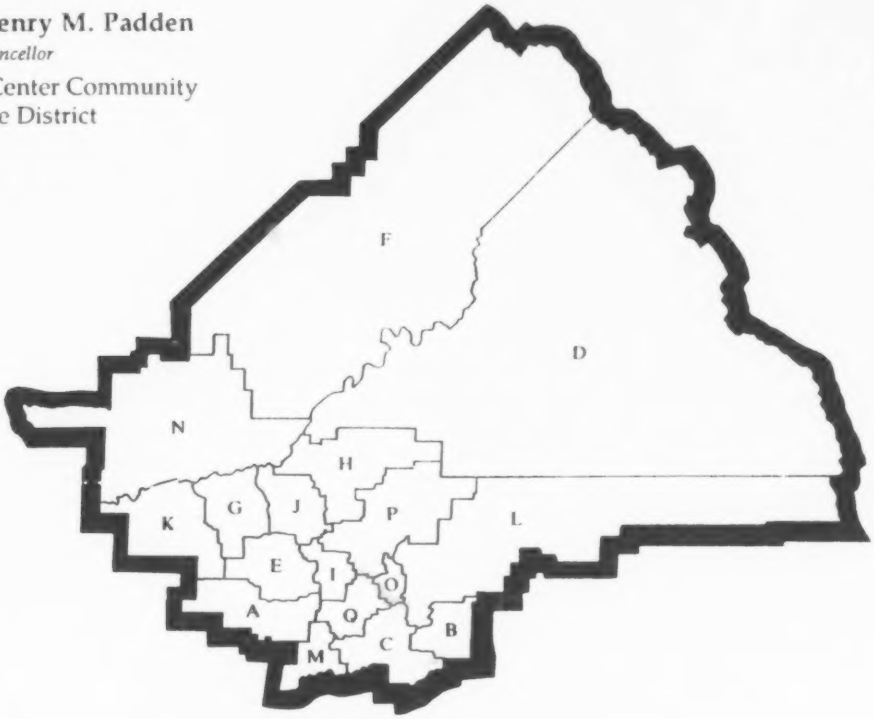
On a Quest for Excellence

Presented by:

STATE CENTER COMMUNITY COLLEGE DISTRICT
FRESNO CITY COLLEGE
KINGS RIVER COMMUNITY COLLEGE

Prepared by

Dr. Henry M. Padden
Vice Chancellor
State Center Community
College District



STATE CENTER COMMUNITY COLLEGE DISTRICT MAP

LEGEND

High School Districts

Caruthers Union High	A
Dinuba Joint Union High	B
Kingsburg Joint Union High	C
Sierra Joint Union High	D
Washington Union High	E
Yosemite High School District	F

Unified Districts

Central Unified	G
Clovis Unified	H
Fowler Unified	I
Fresno Unified	J
Kerman Unified	K
Kings Canyon Unified	L
Laton Unified	M
Madera Unified	N
Parlier Unified	O
Sanger Unified	P

Other Participants

Fresno Metropolitan Occupational Program, Valley Regional Occupational Program, Coalinga Unified, Mariposa Unified, Firebaugh-Las Deltas Unified, Riverdale High, Tranquility High.

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INTRODUCTORY STATEMENT

During the 1985-86 academic year, the State Center CommunityCollege District, under the leadership of Dr. Bill Stewart, Chancellor, conducted an intensive strategic planning process which resulted in the development of a five year master plan for the district. One of the major goals of that master plan was articulation between our two colleges and our local high schools.

After adopting the plan, the Board took special interest in the articulation goal and committed time, energy, and resources toward the implementation of the 2+2+2 articulation concept.

The Board was so committed, in fact, that it invited all board members of all school districts, K-12, which feed into the State Center Community College District to a special symposium on"2+2+2 Articulation." In addition to board members, high school administrators, district superintendents, district curriculum persons, members of our local four year institutions, and selected personnel from our own community colleges who would work directly with our local high schools were invited to attend. Overall, some three hundred and fifty persons from the education community were in attendance. The symposium was conducted completely by members of the Board of Trustees of the State Center Community College District. Their goal was to convince other board members and administrators of the worthiness of the 2+2+2 articulation concept and to solicit their support and participation.

There are seventeen separate school districts within the boundaries of the State Center Community College District. The twenty-three high schools and two regional occupation programs which feed into both Fresno City College and Kings River Community College have, since that time, become active participants in the articulation effort. Above and beyond that, five districts not within the boundaries of the State Center Community College District, have developed articulation agreements with the colleges.

The district and its partner schools embarked on a three year project to develop a process that could be successful for the development of articulation agreements with any of the broad range of high schools and populations which the district serves. Year one was devoted exclusively to the development of the process. Year two proceeded very cautiously with regard to the development of agreements, the primary focus being the testing of the process. Only six came about during that time period. Again, particular care was taken to assure that what ever worked for a large metropolitan high school would also work for the small rural high school be it on the agriculturally rich floor of the valley, the foothills or located at the gateway to the Sierras.

The project was a success and by the end of the third year over one hundred and thirty signed articulation agreements had been approved by the curriculum committees at the colleges as well as signed off by the college presidents and the district superintendents. We are proud to say that, although the initial thrust was in the vocational -technical areas, we are now beginning to branch out into the academic areas as well. The original thrust of 2+2 quickly expanded into 2+2+2 and all three segments have been actively involved since very early on.

In the pages that follow, you will have the opportunity to review the process, become aware of some of the "turf" areas which need to be addressed, some of the approaches we used in the development of our process, and a sampling of the fruits of our endeavors.

Good luck and welcome to the partnership created by "2+2+2= The Students' Key To Success"

OUR GOAL

To show the educational community that a cooperative posture by all segments is the only way to serve students. By working together, we all benefit as do the students.

We hope to gain strong Board leadership and support of an articulated "2 + 2 + 2" program.

We hope to gain each Board's understanding of its full commitment to the total education of our students.

The goal of the 2 + 2 + 2 project is to first demonstrate the fact that:

1. High Schools, ROP's, adult schools, and community colleges can work together for the common good of students;
2. An articulated course of study leads to a realistic skill level for students;
3. The private sector can be convinced that a 2 + 2 + 2 partnership can produce adults ready for the job market;
4. By working cooperatively, each agency can better utilize facilities and areas of expertise;
5. A well articulated program strengthens the student's confidence in the system and causes the student to buy into the program.

HIGH SCHOOL	STATE CENTER COMMUNITY COLLEGE DISTRICT	CALIFORNIA STATE UNIVERSITY FRESNO • FRESNO PACIFIC UNIVERSITY • FOUR YEAR COLLEGES UNIVERSITIES
11 12	13 14	15 16

ARTICULATION DEFINED

Articulation is defined as a planned process linking two or more educational systems to help students make a smooth transition from the secondary level of occupational or academic training to the two-year or four-year post-secondary level without experiencing a delay or duplication of learning.

Articulation is envisioned as a continuum of skills which may or may not lead to advanced placements.

Articulation is generally considered as a systematic process that will permit students to move from one course, program or educational level to the next without loss of time or resources. A guiding principle of articulation is that no student should be required to repeat the same course content for which credit was received.

Articulation is vertical, K-8 with 9-12, 9-12 with 13-14, 13-14 with 15-16.

Articulation is horizontal. Grade level and subject areas must articulate with each other before vertical articulation can become meaningful.

TYPES OF ARTICULATION PROGRAMS

The Time Shortened Program

Its purpose is to eliminate unnecessary redundancy in order to grant some type of advanced placement to high school students entering community college and to community college students entering four-year institutions.

Advanced Skills Programs

These eliminate duplication of training across secondary-post-secondary levels, but their main purpose is to streamline occupational training for grades 11-14 to incorporate into the curriculum more advanced training than the typical post-secondary occupational program will allow.

There are two forms of advanced skills programs:

1. *Core Curriculum or Tech Prep Approach:*

   High school students receive a core curriculum as defined in SB 813 as well as critical literacy skills that will prepare them for success in a strong post-secondary technical program;

2. *Advanced Skill Model or 2 + 2 Program:*

   A program that tightly coordinates occupational training for grades 11-14; two years in high school courses and two years of post-secondary technical courses—usually involves a competency-based program for each technical speciality.

The "2 + 2 + 2" Articulated Programs

The intent of this program is to expand beyond the traditional "technical vocational" program and to provide for full articulation of the academic areas from high school, community college and our four-year colleges and universities.

WHAT ARTICULATION DOES FOR STUDENTS

- Minimizes needless duplication, thus reducing costs for both the student and the institution
- May allow students to receive college credit and/or advanced placement through hard work and achievement at the high school, ROP or adult school level
- Provides an incentive for students to continue technical/vocational education
- Encourages enrollment in both high school, ROP, and college curricula
- Eases student transition from high school to college
- Shows relationship between schools and K-16 and how education is associated with the real world
- Creates self-confidence in students
- Creates student confidence in the program
- Prepares students
- Reduces truancy
- Students gain a more positive attitude about school
- Students become more responsive and show more enthusiasm and interest in the classroom
- Students get a more realistic picture of what is expected of them

Horizontal articulation would also clarify this issue and allow students the freedom of mobility without the setback of change.

The vertical articulation between the high schools and colleges would convince many that "we know what we are doing." It would also clearly describe what a student has to achieve to reach a selected goal.

The attitude of most students would improve if the systems could work together and talk the same language.

What Articulation Does For Instructors

- Provides high school instructors with a first hand knowledge of the community college and university programs
- Provides the college staff with a first hand knowledge of the high school, ROP, and Adult programs
- Establishes an integrated program to encourage continued education
- Provides renewed cooperation, understanding, and respect among instructors
- Builds self-esteem in that instructors can see both the student and the program succeed
- Instructors will be more positive when they see how/what they are teaching is connected with all levels of education and the real world

Articulation allows instructors to see where their course fits within the overall course of study. This would allow each instructor to strengthen his/her own area thereby making the student more competitive within the selected field of study. Articulation allows staff to feed on each other's strengths and develop a sense of pride based on improved student success. It will also further break down barriers between the 9-12 and 13-14 and 15-16 levels and create a sense of ownership and partnership.

What Articulation Does For Programs

Programs will be more relevant.

- Programs will receive more support.
- It eliminates unnecessary duplication.
- Programs will no longer be "holding pens" for students.
- It allows for sharing of equipment and facilities.

It provides the opportunity to keep abreast of "state-of-the-art" technology through concentration of shared training, equipment, staff and facilities.

THE TEN PRINCIPLES OF ARTICULATION

1. *Leadership and Commitment*

Leadership from the very top of the organization is a key element necessary for the success of the articulation effort. Superintendents, principals, presidents, school boards, and trustees must take leadership for articulation and must organize and commit institutional resources toward that effort. Curriculum people and department chairs must also provide leadership to faculty.

2. *Early Faculty Involvement*

We must involve faculty members early. Their early involvement in developing articulation procedures and materials will help assure acceptance of the articulation effort. In order to insure a successful articulation program, as many faculty members as possible should be invited to participate in the meetings held for planning and curriculum development. This will help instructors from the different levels, high school, ROP/C, community college and the four-year institutions to get to know one another, understand each other, and respect one another. Meetings should rotate between facilities so that instructors can better understand the "other guy's" program.

3. *Respect and Trust*

Relationships need to be built on respect and trust. This usually takes time and is developed through the process of working together on common goals. Secondary and post-secondary instructors and administrators often have misconceptions about their colleagues at the other education level. In situations where an articulated program has instructors at one level certifying the competencies of their graduates, skepticism is removed and the student becomes the focus. Respect and trust are reinforced by regular communication and working together.

4. *Mutual Benefits To All Parties*

To be successful, the articulation effort must ensure that all parties benefit. Each school and college must clearly see the benefits to be derived. Unless both parties clearly understand how they will benefit, they will not be willing to commit the time and resources necessary for meaningful articulation.

- Articulation serves students best by saving them time and money because they don't have to duplicate courses.
- Articulation helps schools and colleges improve their curricula. Faculty and administration at both levels will see articulation as a good recruiting and public relations tool.

5. *Written Articulation Agreement*

Write it out! Put all agreements in writing. A formal written articulation agreement should be signed by the chief executive officer of the schools and colleges.

Most organizations having articulation agreements have them at two levels: at the institutional level and at the program level. Presidents and principals/superintendents usually sign at the institutional level and department heads sign at the program level. The agreements need to be publicized both within and outside the institutions.

6. Open, Clear and Frequent Communication

Talk to one another as often as possible. Communication in the articulation process needs to be open, clear, and frequent. Communication needs to take place between the different levels, between counterparts in the different organizations, and vertically between members of the same institution. without participants knowing about and supporting the articulation effort, it can't be successful.

7. Modest Initial Goals

Let's do it right the first time! Start small and build. The easiest place to start is with a vocational/technical program where faculty members are open to change.

Concentrate administrative efforts and resources toward only one or two program areas at a time to do the job well. The success and benefits from that first established articulated program will convince other departments to participate.

8. Accountability

Someone must be assigned the responsiblity for articulation. The coordinating districts could jointly fund a single coordinator, or each district could assign a separate person at each level. Instructional staff must have clearly defined responsibilities, and those who are coordinating the effort must clearly understand these responsibilities.

9. Competency-Based Curricula

Build competency-based curricula. Programs are easier to understand and to articulate when coursework and learning activities are built around the competencies to be learned and developed. With a competency-based curricula, instructors and curriculum people can better coordinate the educational experiences for students. A competency-based curriculum provides instructors the opportunity to have a common approach and a common language for planning.

10. A Common Focus on Mutual Goals Rather Than On Individual Turf

Make the student the top priority. Focus on goals, not on turf. Participants must be willing to work for the common good instead of to their own advantage. Start with issues that both institutions can agree upon and build on these. If turf problems occur, concentrate on the common goals and the good of the student. Compromise is the key. Compromising does not mean losing. Everyone wins through articulation.

ARTICULATION PROCESS

"A Partnership Between State Center Community College District and the Secondary School Districts it serves, California State University, Fresno and Fresno Pacific College."

Intent

The intent of the articulation process is to provide the means to blend high school courses or programs with like State Center Community College District courses or series or courses. Secondary students qualified for advanced standing when entering the college district will receive college credit for articulated course(s) after completing the required designated units.

Definitions

"District" means high school district. "College" means State Center Community College District (FCC, Kings River). "University" means California State University System (Fresno, Pomona, San Luis Obispo, etc., etc.). "Secondary students" mean the the K-12 system including ROC/P classes.

General Agreements

1. Any District may request that a course or program be considered for articulation; it is the district's responsibility to initiate the request. Contact person for any general question is the College Dean of Instruction.
2. The College may initiate articulation with a District(s). Should the College initiate articulation, initial contact would be with the District contact person.
3. The integrity of College course(s) articulated must be upheld; some are or will be transferrable to the University.
4. That the process remains in place and appropriate faculty is participating in good faith is the responsibility of the College Deans.
5. Districts/Colleges may be required to change their curriculum in order for requests to be approved.
6. Curriculum may be shared among Districts prior to formal requests for articulation.
7. Course objectives, outlines, and/or competencies need not match 100 percent.
8. Yearly review and curriculum adjustments may be required.
9. Each District will designate a contact person for the College; their names will be filed with the Dean of Instruction. Each contact person will have the "Request for Articulation" form needed to initiate the process.
10. At the District's request, the College Department Head and Dean will indicate the reason(s) why articulation has not been completed.

STEPS TO ARTICULATION

1. "Requests for Articulation" form (available from each District contact person) is completed by the District and sent to the appropriate College Dean. Should the appropriate Dean not be known, the Dean of Instruction should be contacted.

2. College Dean completes the "Request for Articulation" form and contacts the appropriate Department Head.

3. Department Head arranges meeting with District personnel.

   (a) District and College courses are compared and similarities and differences noted.

   (b) District may be required to make curriculum adjustments. Site visitations, sharing books used, etc., etc., may be requested.

   (c) Should a final examination or criterion referenced test be given by the District at the conclusion of the course, it is to be validated by District and College personnel.

   (d) Final examination may include performance tests as well as written exam.

   (e) Courses may be granted articulation approval and a final examination not required.

4. College Dean will monitor the progress of the articulation process.

5. When the student successfully completes course requirements indicated for articulation and approval for college credit is approved, the Certification he/she receives from the District Instructor is to be presented at the time of college registration and (at the time) the application is made for the college credit awarded. Students will receive advanced standing when they enroll in college.

6. Student will receive college credit after completing the designated number of units agreed to in the individual course articulation agreement. Student completes formal application of the awarding of college credit and submits a copy of Certification from District.

7. Final examination and curriculum may be shared among Districts in order to expedite the process.

8. The College and Districts will summarize the articulation activities and review the articulation process annually.

REQUEST FOR ARTICULATION WITH STATE CENTER COMMUNITY COLLEGE DISTRICT

2 + 2 + 2

#1 in Steps to Articulation
(District Initiated)

REQUEST FOR ARTICULATION WITH STATE CENTER COMMUNITY COLLEGE DISTRICT

Date Submitted: ______________, 19___ Campus: FCC _____ KRCC_____
High School District: ______________________________
High School Site(s): ______________________________
Regional Occupational Center/Program: Fresno Metro. ROC/P ____ Valley ROP____
Contact Person: ______________________________
Address: ______________________________
Phone: ______________________ Contact Time: ______________

Course No. and Title (or related courses) to be considered from District:

Materials from District attached: _____ Course outline(s)
_____ List of competencies/objectives

Information:
Length of course: __________
Name of textbook(s) :

Equipment used:

Name of teacher(s):

Name	Telephone No.	Contact Hours

(To be completed by appropriate College Division Dean)

College course(s) to be considered:

Course No(s).	Course Name(s)

Dean: ______________________________ Date: __________, 19____
College Department Head assigned: ______________________________

Contact Date: ______________________(must be made within 30 days)

AP-1

2 + 2 + 2

(College Initiated)

ARTICULATION AGREEMENT
OCCUPATION/ACADEMIC PROGRAM

Division: Business KRCC ____

Program: Business Office Occupations FCC X

Students will receive advanced placement in the above-named program area after they have completed the following course(s):

Course No(s).	Course Name	Credits
Accounting I		

Specific criteria to be met: None

The following college course(s) will be articulated:

Course No(s).	Course Name	Units
BGO 51	Applied Accounting	3

College credit for the course(s) articulated will be awarded after the successful completion of 6 college units in the program area and the submission of application for units.

Effective school year 1989-90

ROC/P: FMROC/P: Bud Stewart Date: 3-1, 1989

VROP: N/A Date: ____, 19___

Curriculum Com. Chair: Donald G. Winn Date: 11-21, 1988

District: Kerman Unified Schools - Kerman High

Superintendent: John B Burns Date: 2-27, 1989

College: Fresno City College

President: Ernest Q Leach Date: 11/22, 1988

AP-2

INCOMPLETE ARTICULATION AGREEMENT

2 + 2 + 2

#10 in General Agreements
(At District Request from College)

INCOMPLETE ARTICULATION AGREEMENT

High School District: ______________________ Campus: FCC ____

ROC/P: Fresno Metro. ROC/P: ____ Valley ROP ____ KRCC____

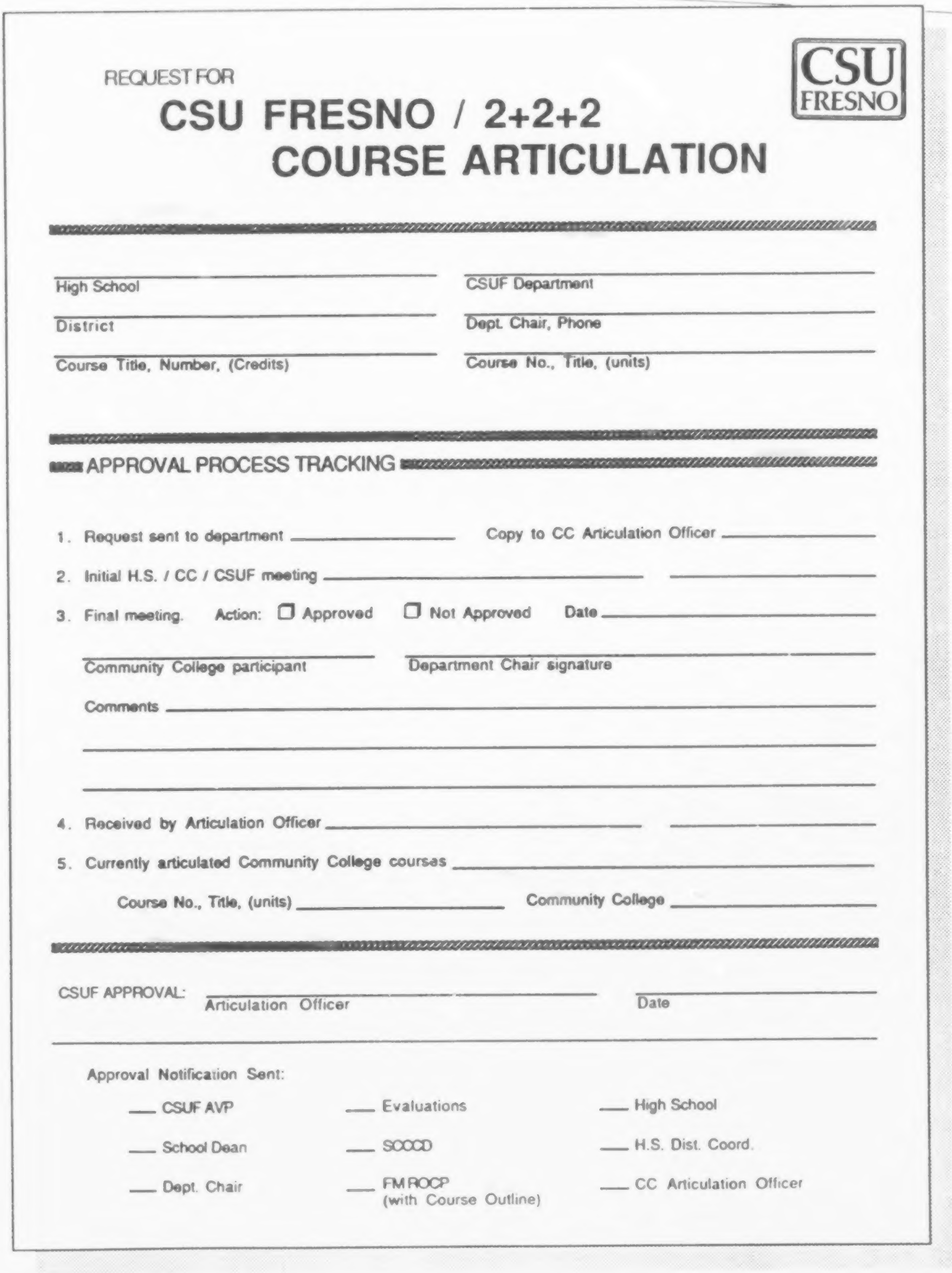
District Course(s) Requested:	College Course(s) Considered:
______________________	______________________
______________________	______________________
______________________	______________________

The articulation agreement has not been completed for the following reasons:

______________________	______________________
College Department Head	Division Dean

cc: Dean of Instruction
District Teacher

AP-5



REQUEST FOR

CSU FRESNO / 2+2+2
COURSE ARTICULATION

CSU
FRESNO

High School	CSUF Department
District	Dept. Chair, Phone
Course Title, Number, (Credits)	Course No., Title, (units)

APPROVAL PROCESS TRACKING

1. Request sent to department ______ Copy to CC Articulation Officer ______
2. Initial H.S. / CC / CSUF meeting ______ ______
3. Final meeting. Action: ☐ Approved ☐ Not Approved Date ______

Community College participant ______ Department Chair signature ______

Comments ______

4. Received by Articulation Officer ______ ______
5. Currently articulated Community College courses ______

Course No., Title, (units) ______ Community College ______

CSUF APPROVAL: Articulation Officer ______ Date ______

Approval Notification Sent:

- ___ CSUF AVP
- ___ School Dean
- ___ Dept. Chair
- ___ Evaluations
- ___ SCCCD
- ___ FM ROCP (with Course Outline)
- ___ High School
- ___ H.S. Dist. Coord.
- ___ CC Articulation Officer

TIME LINES FOR IMPLEMENTATION OF APPROVED ARTICULATED COURSES

FRESNO CITY COLLEGE

At FCC, the 2+2+2 articulation agreements will be submitted by the appropriate department for consideration and approval by the Curriculum Committee. Agreements will be prepared jointly by high school/ROP and FCC teaching staff. After they are approved by the department, they are to be submitted to the Curriculum Committee by November 1 of the year previous to the academic year of implementation.

An exception to this regular submittal process is as follows: If the department can recommend and justify to the Curriculum Committee the approval of the agreement with an earlier effective date, the Curriculum Committee will consider an earlier approval.

KINGS RIVER COMMUNITY COLLEGE

At KRCC, the 2+2+2 articulation agreements will be submitted by the appropriate department for consideration and reviewed by the Curriculum Committee. Agreements will be prepared jointly by high school/ROP and KRCC teaching staff. After they are approved by the department, they are to be submitted to the Curriculum Committee by February 1 of the year previous to the academic year to be implemented.

An exception to this regular submittal process may be allowed if the department can justify the approval of the agreement with an earlier effective date.

CREDIT FOR COURSE WORK

The 2+2+2 program provides motivaiton and encouragement for students to continue their education into our area two and four year colleges. The incentive involves students enrolling in articulated vocational/technical programs and some academic courses in their high school or ROP where the completed course will be accepted as a college level course. College credit may be granted for course work taken in high school. This saves the student time, money and effort. It also encourages students to continue their education at the community college level.

THE 2+2+2 PROCEDURE

1. The student enrolls in the articulated course.

2. The student completes the course to the standards set by the instructor. Some students will complete the course but not to the college level standard and as a result will not receive a certificate. Those students who have met the standards will be issued a "2+2+2" certificate by the instructor at the end of the course.

3. The student will take his/her certificate to the articulating college for processing by the registrar's office. After the student has completed 12 units of college classes and/or certain other requirements and has earned a "C" or better GPA in that course work, the student may apply to have those articulated credits applied to their records.

   It is the responsibility of the student to follow the process for receiving those credits.

CREDIT GRANTING POLICY-
CURRICULUM COMMITTEE FRESNO CITY COLLEGE

RESOLUTION REGARDING "2+2+2" ARTICULATION:

Be it resolved that students who successfully complete (C or better) a fully articulated course at the high school level be granted college credit for that course when that student has successfully completed twelve units of degree applicable credit from the regular college curriculum. For the purposes of this resolution, "fully articulated" shall be construed to include, but not be limited to, the following:

1. All articulated agreements must be approved by the appropriate college department and the F.C.C. Curriculum Committee.
2. All articulated agreements must be school and program specific. That is, no blanket agreements with an entire school district shall be permitted.
3. A department may require that all or part of the 12 units referred to above must be in specific course work.
4. All prerequisites for the articulated course as offered at Fresno City College shall be met by the high school student applying for the program.

CREDIT GRANTING POLICY-
THE KINGS RIVER COMMUNITY COLLEGE ACADEMIC SENATE

STATE CENTER COMMUNITY COLLEGE DISTRICT 2+2+2
ARTICULATION PROGRAM

RESOLUTION

WHEREAS the Academic Senate of Kings River Community College assumes the responsibility of representing the faculty in matters of educational policy formation, and

WHEREAS the Academic Senate also assumes the responsibility of ensuring the academic integrity of the curriculum at Kings River Community college, and

WHEREAS the Academic Senate and the Curriculum Committee Kings River Community College has set the standards for college level curriculum according to Title V mandates, and

WHEREAS the Academic Senate belives there should remain a distinction in instructional programs between high school and college curriculums and

WHEREAS the process and guidelines of the 2+2+2 articulation program has been modified to include instructor, department, and curriculum committee approval,

BE IT RESOLVED that the Academic Senate of Kings River Community College recognizes that the District 2+2+2 articulation program provides unique matriculation opportunities by its Vocational-Technical instructional areas.

BE IT FURTHER RESOLVED that the 2+2+2 program shall reward student effort by advanced placement and/or credit through completion of the articulated course (with a "C" or better grade); and college units through completion of the articulated course (with a "C" or better grade), and successful performance ("C" average or better) in 12 units of college work.

CREDIT GRANTING POLICY-
CALIFORNIA STATE UNIVERSITY FRESNO FOR THE 2+2+2 PROGRAM

Policy for Acceptance of 2+2+2 Credit

1. The basis for awarding credit for the successful completion of courses offered in high school through the 2+2+2 program will be department approved articulation agreements. The appropriate CSU Fresno department will participate in the initial articulation discussions between Fresno City College or Kings River Community College and the high schools involved.

2. The outline of articulated courses should include a requirement for minimum competency in each of the subdivisions of the course as well as general competency evidenced by a comprehensive mid-term and/or final examination. Each CSU Fresno department will maintain a file of its articulated courses with the examinations used in the high school course.

3. To obain University credit a student must earn at least a "B"grade in the course. CSU Fresno units will be awarded with a grade of credit ("CR").

4. Upon successful completion of the course in high school students will be awarded a letter or certificate of credit. If initially received by CSU Fresno, credit will be awarded at the time of matriculation as with Advance Placement credit. Otherwise, credit will be transferred from the Fresno City College or Kings Rivers Community College transcript when the student transfers.

5. This policy is approved for a three year period. It will be reviewed by the Academic Vice President's office and the CSU Fresno schools involved at the end of the 1990-91 school year.

ARTICULATION OCCUPATIONAL/ACADEMIC PROGRAM APPLICATION FOR COLLEGE CREDIT

(Please print or type)

Student's Name ____

Secondary School District: ____

I am applying for the college credit agreed upon in the formal articulation agreement between my District and the State Center Community College District.

I have successfully completed __________ college units in the program area that were required according to the Agreement.

I have attached the following required items:

__________ Copy of appropriate college grad cards/transcripts

__________ Copy of Articulation Certification from Secondary School

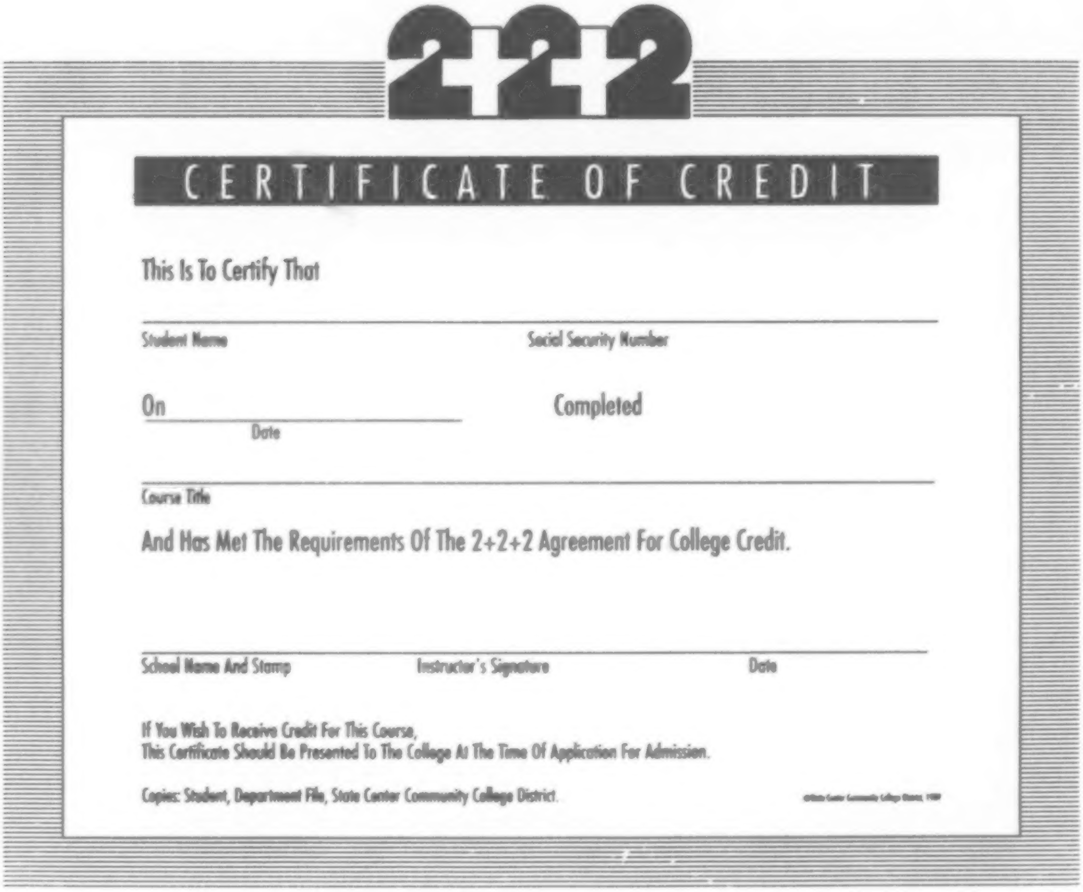
District Course(s) Name and Number	Waived College Course Name and Number
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

Student's Signature ____

Date: ________________, 19 _____

cc: Counseling Office
Student's File
Division Dean

2 + 2 + 2 CERTIFICATE OF CREDIT



2+2+2

CERTIFICATE OF CREDIT

This Is To Certify That

Student Name　　Social Security Number

On ________ Completed
Date

Course Title

And Has Met The Requirements Of The 2+2+2 Agreement For College Credit.

School Name And Stamp　　Instructor's Signature　　Date

If You Wish To Receive Credit For This Course,
This Certificate Should Be Presented To The College At The Time Of Application For Admission.

Copies: Student, Department File, State Center Community College District.

History And Background Of The 2 + 2 Project And "2 + 2 + 2"

The State Center Community College District received a grant through the Office of the Chancellor of the California Community Colleges to plan a model articulation process that could be used for developing articulated programs in grades 11, 12, 13, 14 in the areas of vocational education.

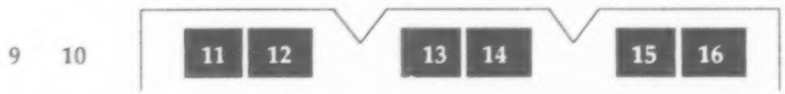
The State Center Community College District, five school districts and the Fresno Metropolitan ROP/C received encouragement from the Fresno Chamber of Commerce Education Committee to join together for the pilot project.

This was a cooperative venture between high schools and community colleges to develop a four year course of study leading to an AA degree.

Vocational education courses were used as starters, but there was no reason why academic subjects could not be sequenced also, and we planned to use this model to expand across the entire curriculum in the future.

The thrust of the project was to provide a challenge and an obtainable goal for that 50 percent of students currently showing little or no planning strategy in their selection of high school courses. This middle 50 percent group is usually enrolled in courses of study which prepare them for neither work nor college. Articulation would not only be helpful to this group of students, but would provide guidance for the counselors working with these students.

The "2 + 2 + 2" program was designed to extend the articulation effort to include our local four-year colleges. Hopefully, a well-articulated "2 + 2 + 2" program would help reduce the dropout rate.



THE PROJECT PARTICIPANTS

The State Center Community College District
Fresno City College
Kings River Community College

Clovis Unified School District
Clovis High School
Clovis West High School

Fresno Unified School District
Bullard High School
Duncan Polytechnical High School
Edison High School
Fresno High School
Hoover High School
McLane High School
Roosevelt High School

Kerman Unified School District
Kerman High School

Parlier Unified School District
Parlier High School

Washington Union High School District
Washington Union High School

Fresno Metropolitan Regional Occupation Program

This was strictly the PILOT GROUP. Our goal was to have at least one articulation agreement with every high school served by the State Center Community College District.

MANAGEMENT/COORDINATION STRUCTURE "2 + 2 + 2" PROGRAM PLANNING

STEERING COMMITTEE

State Center Community College District

1. Board Member, Representative
2. Vice-Chancellor, "2 + 2 + 2" Project Director
3. Associate Dean (Fresno City College)
4. Associate Dean (Kings River Community College)

Fresno County Superintendent of Schools

5. Board Member
6. Assistant Superintendent of Instruction
7. Administrator - Fresno Metropolitan Regional Occupational Center

Area School District Superintendents/Assistant Superintendents

8. Superintendent, Kerman Unified School District
9. Superintendent, , Washington Union High School District
10. Assistant Superintendent, Fresno Unified School District

Representatives at Large

11. Principal, Duncan Polytechnical High School
12. Administrator of Instruction Clovis Unified School District
13. Assistant Superintendent, Madera Unified School District
14. Articulation Officer, California State University, Fresno

COORDINATING COMMITTEE

- "2 + 2 + 2" Project Director
- Associate Deans for Vocational Education (Fresno City College and Kings River Community College)
- High school administrators responsible for Vocational Education
- Vocational Education Directors from school districts and the ROP/C
- Assistant Dean and Department Chair—California State University, Fresno

PROGRAM PLANNING COMMITTEE

(one for each district)

- Coordinating Committee member
- Community college instructors
- Secondary instructors
- Counselors from the colleges and high schools
- Vocational center instructors from the colleges and high schools

THE STEERING COMMITTEE

Inserviced all project staff on the concept of "2 + 2 + 2" articulation

Caused discussion sessions to take place at each project school and college

Delineated which progams will be ready for an instutional commitment and the Phase II planning process

Coordinated information to and from the joint labor, industry, business and educational advisory councils of each institution

Directed the writing of a proposal for a "2 + 2 + 2" implementation grant

Reviewed the "2 + 2 + 2" model and disseminates the model to all other high schools in the district

Provided for a two-week Phase II summer workshop for selected instructors for the colleges and project high schools for the express purpose of developing the model "process."

THE COORDINATING COMMITTEE:

- involved teachers and counselors in reviewing curriculum
- developed a competency-based curriculum
- assured the resources and the time needed to plan a sequenced program
- members headed up the program planning committee at each high school
- assured that all participants have a working knowledge of all existing vocational education programs at the college level, ROP/C, and the high school level

THE PROGRAM PLANNING COMMITTEE

- chaired by a member of the coordinating committee
- consisted of instructors and counselors from the high schools and the colleges
- developed the program components of the Phase II Planning workshop for the summer of '87
- visited high school, ROP/C or college programs to become familiar with each others' vocational education course offerings
- developed a generic "2 + 2 + 2" vocational education program model that fits the schools that commit themselves to implementation

THE OUTCOME-SUMMER WORKSHOP

A generic "2 + 2 + 2" planning model shared with all high schools in the district and a specific proposal for each participating high school in a mutually agreed upon vocational education area.

The model included:

a. Strong staff participation.

b. Promotion of a "student first" philosophy.

c. Extra staff support (i.e., time to write curriculum).

d. Strategies to minimize "turf" conflicts and ensure a partnership mentality.

e. Avenues for regular college, high school, and ROP/C staff interaction.

f. Active involvement of business and industry.

g. Strong internal communication, formal and informal.

h. Clear job roles (program managers, etc.).

i. Dissemination of project progress to all high school and college staff.

j. Credit (determine competencies, charging credit awarded).

k. Grading.

l. Written articulation agreement (including transfer of credits, costs, quality control, evaluation, record keeping, etc.).

m. Coordinate system to track articulating students.

n. Quality control—evaluation design for articulation using student records, advisory groups, outside evaluators.

o. Articulating the curricula:

- Meshing secondary/post-secondary curricula
- Developing or revising articulated curricula
- Solving open-entry problems.

p. School calendars.

q. Implementation timeline.

GENERAL COMMENTS ON PROCESS WORKSHOP

Most, if not all, participants expressed positive thought regarding the time spent. It was apparent that communication from the District and College leadership and the participating teachers could have been improved.

Several considerations were generally agreed upon:

1. It is better to be more formal than necessary in the beginning. "Crutches" can be disposed of later if not needed.
2. The student must assume some responsibility in completing the process.
3. Grade level of students should not be a consideration; courses are articulated, not students.
4. Each program area needs the flexibility necessary to determine its individual standards.
5. Data processing should be utilized when possible and specifically with the student's permanent record in the District.

District teachers recognized the potential "selling power" for those courses articulated while college instructors are not quite sure of their direct benefit . What is the real purpose of articulation?

Communication remained open and the "merely getting acquainted" that occurred between individual teachers at just the District level as well as that between the District and Community College levels was beneficial.

One issue remained unsettled throughout the entire process and remains so. That issue simply put is, "at what point college credit should be awarded." We suggest that options listed in Business Teacher's Report be reviewed with articulation motives and then a decision made. Requiring a certain number of college units in a program area, which would include the next sequential course, seems to have the most merit for the purpose established for the articulation process.

We sincerely feel teachers participated in good faith and completed workshop objectives. We all concurred, the process should be simple but accountable. We are all concerned that the student not be lost in the process and also, that the student needs to share in the responsibility for the successful completion of the process.

We all wanted to reduce or eliminate the number of forms but, after much debate it was the consensus that in order to ensure that the process was complete and all loopholes covered, all forms were necessary. As we become more sophisticated with articulation, it is hoped that some forms can be eliminated. We all agreed—we must walk before we run. The participants acted in good faith. Now it is time for the administration of each LEA to deliver as promised.

Recommendations for Future Activities (Regardless of Project Funding): We sense a snowball effect among participants and an effort to bring it to fruition is critical for the College District.

1. Extensive inservice with faculties and administrators at both college campuses is critical.
2. The inservice suggested must be supported by District Administration and/or Board of Trustees. State Center Community College District credibility is at stake and the risk must be understood.
3. Brochures or handbooks for counselors and teachers at each level need to be developed.
4. District and College Administrators at each level need inservice.
5. Let's do it with class. All forms, handouts, and brochures should reflect the commitment of all LEA's. We do care about our students. Hey! We're excited and proud of this new partnership!!
6. Keep teachers free from all administrative and political issues.
7. It is time for the Administration to make the next level of commitment.

THE PROBLEMS WE COULD HAVE ENCOUNTERED

Boards not willing to share resources.

Not recognizing the fact that, as educational institutions, we are becoming the change agent of society.

Not accepting that responsibilities to our students was from "womb to tomb"—life long planning. Not working together and forgetting "who takes the credit". Not accepting responsibility to develop a complete program for the benefit of our students. Not having articulation vertically and horizontally.

Not setting aside turf problems.

Pointing fingers instead of working together—the need to accept responsibility.

Not developing a delivery system which has the capacity to serve the small rural high schools as well as the large urban schools.

Who awards the credit? Can there be dual credit?

Will any of the entities lose A.D.A.? Can dual A.D.A. be granted?

Who will pay the instructors?

Boards fear loss of their perogative.

WHAT DID WE HAVE OUTSIDE OF ARTICULATION?

Some informal agreements did exist

Business — Students who had successfully completed typing, shorthand or bookkeeping were allowed to enroll at the intermediate class level at Fresno City College.

Math, Science and Engineering — Students who had completed a second year of high school biology or advanced placement biology with a grade of A or B could enroll in one second level biology class at Fresno City College.

Each high school year of the traditional mathematics sequence was accepted as one semester of the college math sequence. Some placement testing was necessary.

Humanities — Each year of a foreign language in high school was accepted as equivalent to one semester of language study at the colleges.

Technical and Industrial — Informal agreements existed between Fresno City College, Fresno Unified School District and the Metropolitan ROP/C in the areas of Electronics, Fire Science and Police Science.

Informal agreements existed between Fresno City College, Fresno Unified, Fresno Metropolitan ROP/C and the Yosemite High School District in the areas of Drafting and Architecture.

Students could have the introductory courses waived and begin at the intermediate level.

Advanced Placement Courses — Formal agreements existed in providing for college credit through advance placement examinations in advanced placement high school courses. Course articulation agreements identify equivalent courses at Fresno City College, Kings River Community College, and California State University, Fresno.

Transfer Center — The Transfer Center, through an articulation officer, was responsible for updating and maintaining all course articulation agreements with participating four-year colleges and universities.

1990-91 ARTICULATION REPOSITORY LISTING

Agreement#	Date	College/Number			Course	Credit/Units	High School/ROP
HA-01F	6/88	FCC	MA	60A	Medical Assistant	3	ROP+Duncan
		FCC	MA	60B	Medical Assistant	3	
T-05F	6-88	FCC	DP	12	Drafting 1	3	Clovis & ClovisWest
		FCC	IE	20			
T-17F	6/88	FCC	DP	12	Drafting Tech I & II	3	Bullard,Edison/Computech Duncan,Fresno,Hoover, McLane & Roosevelt
		FCC	IE	20			
T-14F	6/88	FCC	AP	12	Arc Design I & II	3	Bullard,Edison/Computech Duncan,Fresno,Hoover, McLane & Roosevelt
			FCC	IE	22A		
T-16F	6/88	FCC	ET	50	Basic Electronics	5	Bullard,Edison/Computech Fresno, Hoover, McLane,& Roosevelt
T-15F	6/88	FCC	ET	51A	Advance Electronics	5.5	Bullard,Edison/Computech, Fresno, Hoover, McLane & Roosevelt
T-31F	6/88	FCC	W	51	Welding	5	ROP+Edison
		FCC	IE	5 & 6		4	
SS-03F	10/88	FCC	CD	3	Care/Guidance of Child	3	ROP-Clovis West
		FCC	CD	19	Care/Guidance of Child	4	Madera & Duncan
B-06F	11/88	FCC	BG0	51	Accounting 1	3	Kerman
B-15F	11/88	FCC	BG0	51	Accounting 1	3	WUHS
B-01F	11/88	FCC	BSS	1B	Advance Typing	3	Madera
T-22F	11/88	FCC	DP	12	Mech Drawing 1	3	Kerman
		FCC	IE	20		3	
T-20F	11/88	FCC	AP	12	ARC Draft I & II	3	Madera
		FCC	IE	22	AT-19		
T-019F	11/88	FCC	DP	12	Mech Draw 1	3	Madera
		FCC	IE	20			
T-27F	11/88	FCC	DP	12	Draft I & II	3	Yosemite
		FCC	IE	20			

Sample

Partial Listing Only

INVENTORY OF ARTICULATED COURSES WITH FRESNO CITY COLLEGE

Agreement#	Date	Number	Course	Credit/Units	High School/ROP
Business					
B-01F	5/89	BSS 60A	Medical Office Specialist	2	ROP+Duncan
		BSS 58	Medical Office Specialist	2	
B-02F	5/89	BSS 1A	Basic Typing Keyboard	3	Bullard, Dewolf, Duncan,Edison/Computech, Fresno,Hoover, McLane & Roosevelt
B-03F	5/89	BSS 2A	Shorthand I	4	Bullard, Duncan, Edison/Computech, Fresno, Hoover,McLane & Roosevelt
B-04F	5/89	BG0 51	Accounting I	3	Bullard, Duncan Edison/Computech, Fresno, Hoover,McLane & Roosevelt
B-05F	2/89	BSS 1A	Basic Type Keyboard	3	Kerman
B-06F	11/89	BG0 51	Accounting I	3	Kerman
B-09F	11/88	BSS 1B	Advanced Typing	3	Madera
B-10F	5/89	BG0 51	Accounting	3	Central
B-11F	5/89	BG0 51	Accounting I	3	Parlier
B-12F	5/89	BSS 1A	Basic Keyboard	3	Parlier
B-13F	5/89	BSS 1A	Advanced Keyboard	3	Parlier
B-14F	5/89	BSS 1A	Typing I	3	WUHS
B-15F	11/88	BG0 51	Accounting	3	WUHS
B-16F	5/89	BSS 1A	Typing I	3	Central
B-17F	1/90	BSS 57A	Legal Office Clerk	3	ROP+Duncan

Sample

Partial Listing Only

A SAMPLE RESOLUTION FOR YOUR BOARD TO ADOPT DEMONSTRATING YOUR COMMITMENT FROM THE TOP

BEFORE THE GOVERNING BOARD OF THE

______________________________________ DISTRICT

RESOLUTION

In The Matter of "2+2+2")
Articulated Program)
Agreements with The State)
Center Community College)
District and Our Local)
Four-Year Institutions)
____________________)

WHEREAS The Board of Trustees of the
School District recognizes the need to develop a planned process linking two or more educational systems to help students make a smooth transition from the secondary level of occupational or academic training to the two or four-year post-secondary level without experiencing delay or duplication of learning; and

WHEREAS such an articulated four or six-year course of study will lead to a realistic skill level for those students willing to participate; and

WHEREAS the "2 + 2 + 2" articulated programs concept provides for open communication, renewed cooperation, understanding and respect among the instructors at our high school(s), ROP/C, Fresno City College, Kings River Community College, and our local four year colleges and university; and

WHEREAS such open communication and cooperation will lead to the development of a competency-based curriculum; and

WHEREAS the "2 + 2 + 2" articulation concept focuses on student success and improved student self-concept; and

WHEREAS the "2 + 2 + 2" articulated programs will provide a more realistic opportunity for a much larger percentage of our students to have a meaningful college opportunity;

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of the ________________ School District does hereby declare its full support for the "2 + 2 + 2" articulated program concept; and

BE IT FURTHER RESOLVED, that the Board of Trustees does hereby direct the administration, with appropriate faculty involvement, to work with the State Center Community College District, to establish closely articulated "2 + 2" programs—two years in high school/ROP, and two in a community college which would lead to an associates degree, and where such programs would meet local student and employer needs; and does encourage staff to work toward development of articulated "2 + 2 + 2" programs leading to the baccalaureate degree where appropriate.

________________________	____
Date	Signature, Secretary Board of Trustees

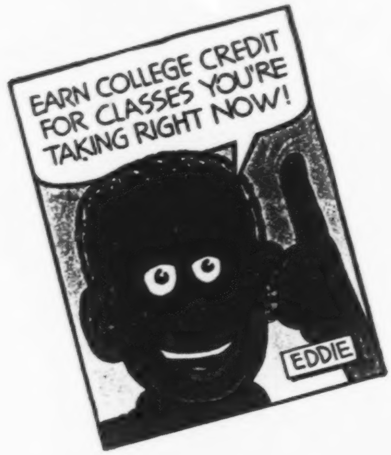
EVERYTHING A TEACHER WANTS TO KNOW AND MORE ABOUT

2 + 2 + 2

ARTICULATION

2+2+2

GET A HEAD START ON YOUR FUTURE!
LOC


EARN COLLEGE CREDIT FOR CLASSES YOU'RE TAKING RIGHT NOW!
EDDIE

SAVE TIME MONEY AND EFFORT!
IRENE

ARTICULATION DEFINED

Articulation is defined as a planned process linking two or more educational systems to help students make a smooth transition from the secondary level of occupational or academic training to the two-year or four-year post secondary level without experiencing a delay or duplication of learning.

Articulation is envisioned as a continuum of skills which may lead to advanced placements.

Articulation is generally considered as a systematic process that will permit students to move from one course, program, or educational level to the next without loss of time or resources. A guiding principle of articulation is that no student should be required to repeat the same course content for which credit was received.

WHAT ARTICULATION DOES FOR YOUR STUDENTS

- Minimizes needless duplication, thus reducing costs for the students and the institution
- Allows students to receive college credit and/or advanced placement through hard work and achievement at the high school, ROP, or adult school level
- Provides an incentive for students to continue their education
- Encourages enrollment in both high school, ROP, and college curricula
- Eases student transition from high school to college
- Shows relationship between schools and K-16, and how education is associated with the real world
- Creates self-confidence in students
- Prepares students
- Reduces truancy
- Gives students a more positive attitude about school
- Promotes enthusiasm and interest in the classroom

WHAT ARTICULATION DOES FOR YOU

- Provides high school instructors with a first hand knowledge of the community college and university programs
- Provides the college staff with a first hand knowledge of the high school, ROP, and Adult programs
- Establishes an integrated program to encourage continued education
- Provides renewed cooperation, understanding, and respect among instructors
- Builds self-esteem in that instructors can see both the student and the program succeed
- Demonstrates to instructors that how/what they are teaching is connected with all levels of education.

WHAT ARTICULATION DOES FOR YOUR PROGRAM

Programs will be more relevant.

- Programs will receive more support.
- It eliminates unnecessary duplication.
- Programs will no longer be "holding pens" for students.
- It allows for sharing of equipment and facilities.
- It provides the opportunity to keep abreast of "state-of-the-art" technology through concentration of shared training, equipment, staff, and facilities.

ARTICULATION - HOW DO YOU GO ABOUT BECOMING INVOLVED?

1. First, check with your counselor for a copy of the 2+2+2 Directory to see if any other school is teaching a similar course to yours which may have already been articulated. If yes, call 264-9767, ask for John Lockie and request a copy of the approved articulated material. Always refer to the agreement number that is assigned to each course, as this will ensure that you are talking about the exact course you want to check on.
2. Okay, you were not lucky and your subject area has not been articulated. Check with your counselor again. Ask for the college catalogs and search for a course that seems to be appropriate. The next step is to fill out a request form (Community College and CSUF forms shown in reduced size on pages 5 and 6).

3. The next step will be governed by your school policy. Do you need approval by administration? Who will write a cover/transmittal letter to the department head of the college? Has your district appointed a contact person for all articulation processes? If so, who? When mailing the material and request letter, make sure that it is addressed to the Dean of Instructor FCC or KRCC, or the CSUF counselor shown at the bottom of page 5 and 6. This will ensure that your documents are logged in, forwarded to the right person, and monitored during the entire process. After your material and the request letter is forwarded to the college, you should be contacted by the college subject instructor within 30 days to set up a date to confer on the details of how close the two programs match, what changes might be required, or other concerns.

4. Some general guidelines on reaching an agreement:

   a. The college can change its curriculum as well as you.

   b. Course objectives, outlines, and/or competencies need not match 100 percent to achieve an articulation agreement.

   c. An annual review, which may be either formal or informal, will take place. There must be a formal review every three years.

   d. If there is an impasse as to curriculum, the college must provide you with a written statement as to the specific concerns within 30 days.

If you do not get your program approved early in the school year, your articulation agreement may not be effective until the following year. For example, if your course is approved in March of the school year, unless an exception is made, those qualified students completing your course in June will not receive an articulation certificate.

MY COURSE IS ARTICULATED - NOW WHAT?

1. First of all, make sure everyone knows it. Check the school guide to the course listing and make sure your class is noted on the listing as being articulated.

2. Advertise! Put up the blue 2+2+2 door card that states your class is a 2+2+2 program. There are two large posters and a small poster that talk about 2+2+2. There are book covers and file folders that are available for your students. This material is available from your counselor or your Director of Curriculum.

3. Prepare your students for the challenge of a 2+2+2 course; not all of your students may be able to earn the certification. You are the one who will determine who will receive a certificate based on the quality of their work in the course for the year. You are the only person that can sign the certificate to make it valid.

4. At the end of the course, make sure that your District/Administration Office has a supply of the blank 2+2+2 certificates. Make up a roster of students who will receive the certificates, include the social security number of each student, give the title of the course, and include the agreement number. (See sample on page 7). If you are your own clerical staff, type out each certificate, get the school seal placed on each certificate along with the date, and then sign each certificate. If the Administration Office is doing the work, just make sure you check the certificates for accuracy and then date and sign each one.

5. You should explain to those students receiving certificates the process for getting their course credits when they enroll at the college. First, emphasize the importance of keeping the certificate in a safe place until they actually enroll in college. If it is lost, it is not hopeless but it will be a bit of a hassle to get it replaced. Second, they should take the certificate with them when they go to register for college. Make sure the college registrar is aware of the certificate. Third, tell your students what the conditions are for getting the 2+2+2 college credit. Some courses have no requirements other than completing 12 college units and receiving at least a "C" average (2.0 GPA) in all those classes. Some courses require certain other classes be taken and "passed" in a specific program such as Business or Social Science. Once the 12 units and the required grades are achieved, then the student should check back with the registrar to have the articulated course added to his/her college transcript.

The distribution of the certificate is as follows:

a. ***White copy*** to the student, given in person, at an assembly or at graduation.

b. ***Yellow copy*** to the State Center Community College District Office at 1525 E. Weldon Street, Fresno, CA 93704.

c. ***Pink copy*** to student's school records

d. We suggest you make a copy for your own personal records.

NOTE TO FUSD TEACHERS

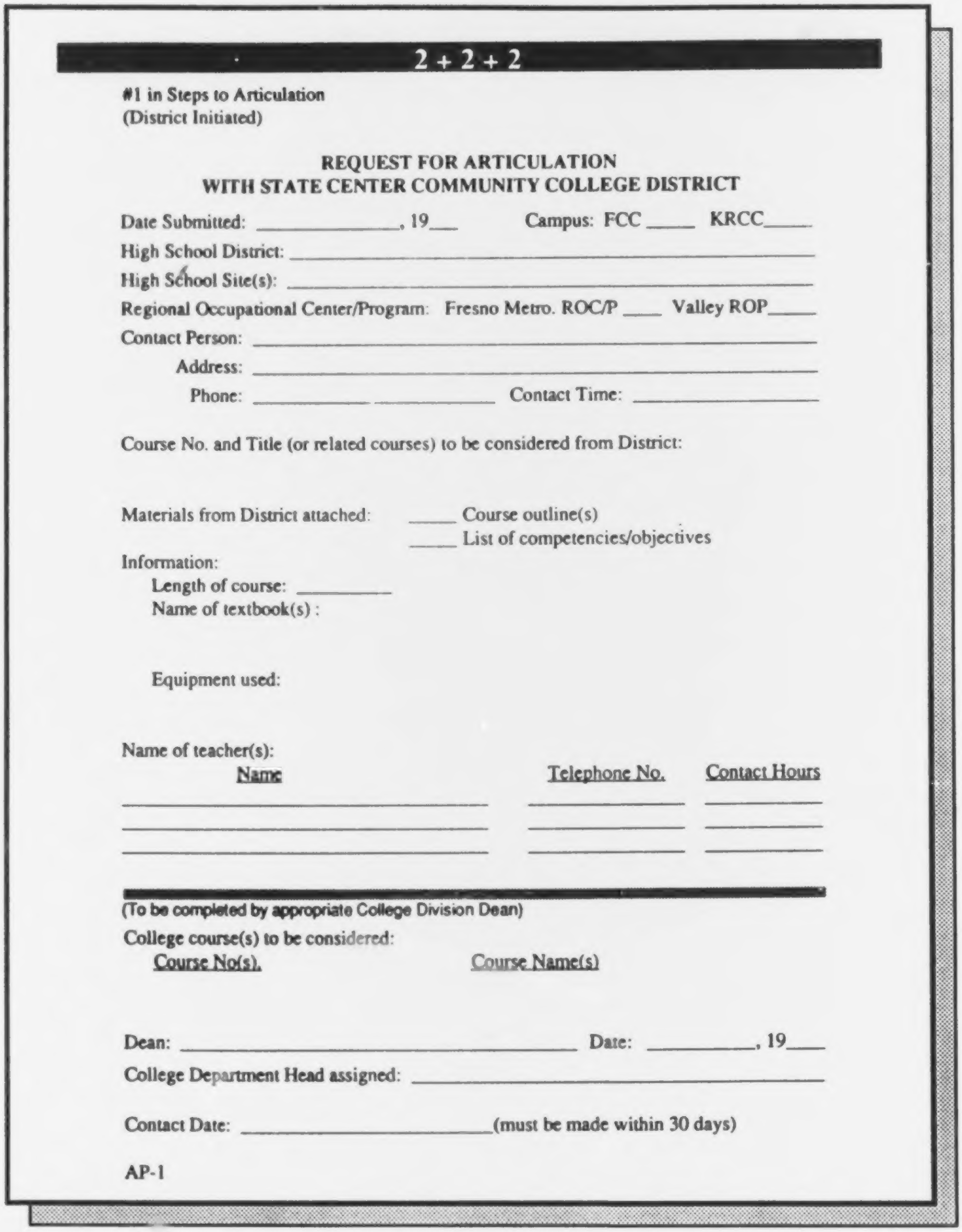
a. Please attach the student's information sheet to the *White* copy.

b Blank 2+2+2 certificates can be obtained from your school site department chair.

c. Yellow Copy of certificate should be sent to **Mike Giovannetti,** FUSD Central Office for collection and submission to State Center. All 2+2+2 files and additional certificates, if needed, can also be obtained from Mike Giovannetti, FUSD Central Office.

Welcome to the Team!

Request for articulation with State Center Community College District - Fresno City College and Kings River Community College.



2 + 2 + 2

#1 in Steps to Articulation
(District Initiated)

REQUEST FOR ARTICULATION
WITH STATE CENTER COMMUNITY COLLEGE DISTRICT

Date Submitted: ______________, 19___ Campus: FCC _____ KRCC _____

High School District: ______________________________

High School Site(s): ______________________________

Regional Occupational Center/Program: Fresno Metro. ROC/P _____ Valley ROP _____

Contact Person: ______________________________

Address: ______________________________

Phone: ____________ ____________ Contact Time: ______________

Course No. and Title (or related courses) to be considered from District:

Materials from District attached: _____ Course outline(s)
_____ List of competencies/objectives

Information:
Length of course: __________
Name of textbook(s) :

Equipment used:

Name of teacher(s):

Name	Telephone No.	Contact Hours

(To be completed by appropriate College Division Dean)

College course(s) to be considered:

Course No(s).	Course Name(s)

Dean: ______________________________ Date: __________, 19____

College Department Head assigned: ______________________________

Contact Date: ______________________(must be made within 30 days)

AP-1

NOTE: For submission to FCC or KRCC, the cover letter may be addressed to a specific course/ division which you want to articulate with, but mail the request and other documents to:

FCC
Dean of Instruction
1101 E. University Avenue
Fresno, CA 93741

KRCC
Dean of Instruction
995 N. Reed Avenue
Reedley, CA 93654-2099

REQUEST FOR

CSU FRESNO / 2+2+2
COURSE ARTICULATION

CSU FRESNO

High School	CSUF Department
District	Dept. Chair, Phone
Course Title, Number, (Credits)	Course No., Title, (units)

APPROVAL PROCESS TRACKING

1. Request sent to department ______ Copy to CC Articulation Officer ______
2. Initial H.S. / CC / CSUF meeting ______ ______
3. Final meeting. Action: ☐ Approved ☐ Not Approved Date ______

Community College participant ______ Department Chair signature ______

Comments ______

4. Received by Articulation Officer ______ ______
5. Currently articulated Community College courses ______

Course No., Title, (units) ______ Community College ______

CSUF APPROVAL: ______ Articulation Officer ______ Date

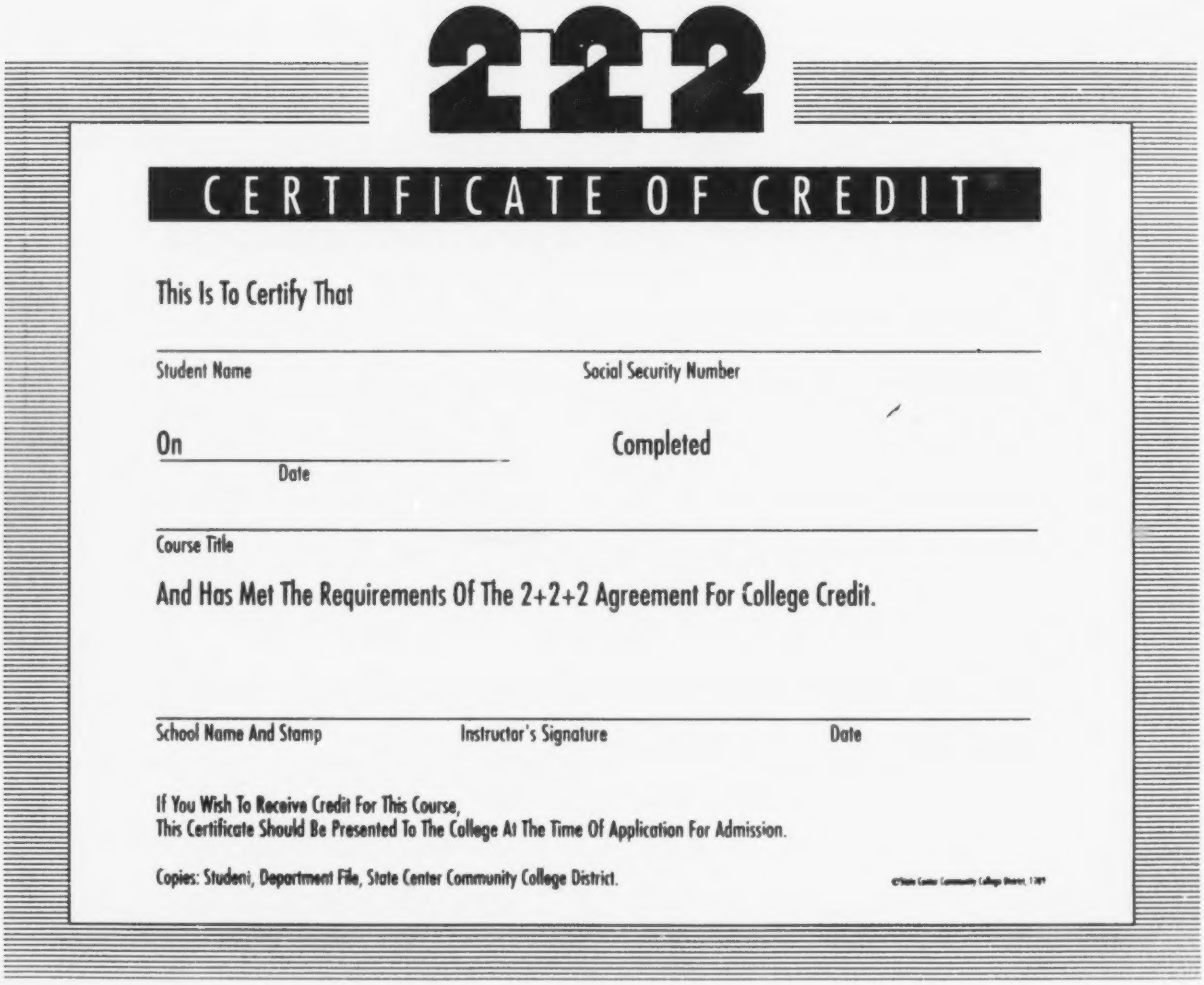
Approval Notification Sent:

___ CSUF AVP	___ Evaluations	___ High School
___ School Dean	___ SCCCD	___ H.S. Dist. Coord.
___ Dept. Chair	___ FM ROCP (with Course Outline)	___ CC Articulation Officer

All requests for articulation are mailed to:

Rosemarie Stock, CSUF Counselor
5250 N. Maple
Fresno, CA 93740-0057
278-6283

The articulation process will be monitored by that office.



2+2+2

CERTIFICATE OF CREDIT

This Is To Certify That

Student Name Social Security Number

On Completed

Date

Course Title

And Has Met The Requirements Of The 2+2+2 Agreement For College Credit.

School Name And Stamp Instructor's Signature Date

If You Wish To Receive Credit For This Course,
This Certificate Should Be Presented To The College At The Time Of Application For Admission.

Copies: Student, Department File, State Center Community College District.

On a Quest for Excellence

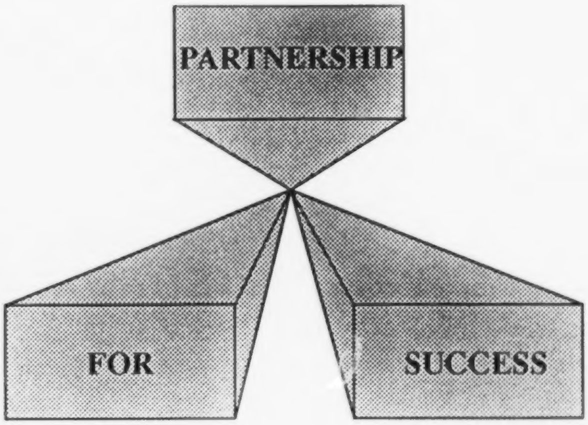
Presented by:

STATE CENTER COMMUNITY COLLEGE DISTRICT
FRESNO CITY COLLEGE
KINGS RIVER COMMUNITY COLLEGE

2 + 2 + 2 + 1

HIGH SCHOOL COURSES = UNIVERSITY CREDITS

2 years at
your area
High School


PARTNERSHIP
FOR
SUCCESS

2 years at
Fresno City College or
Kings River Community
College

2 years at
California State University, Fresno or Fresno
Pacific College

1 year at
California State University, Fresno or Fresno
Pacific College

For More Information:

**DEGREE AND TEACHING
CREDENTIAL IN INDUSTRIAL
ARTS & TECHNICAL EDUCATION**

A Career as an Industrial Arts & Technology Teacher Offers:

A rewarding and satisfying experience helping students grow and succeed.

A challenging job working with and teaching new technology.

A secure job with a starting salary of approx. $24,000 plus excellent fringe benefits, outstanding vacation and holiday plan.

IN A 2+2+2+1 PROGRAM, YOU CAN:

Begin work on your university degree and your career while still in high school.

Gain knowledge and skills that will smooth your transition into a community college and then a university.

Reduce the time required to earn a university degree.

Increase your chances for success by taking advantage of the support activities provided during the process.

2	+	2	+	2	+	1
YEARS AREA HIGH SCHOOL		YEARS FCC or KRCC COMMUNITY COLLEGE		YEARS CAL STATE UNIVERSITY, FRESNO		YEAR CAL STATE UNIVERSITY, FRESNO

Through a planned education program, high school students taking the following courses can earn college credits from FCC or KRCC and transfer them to CA State University, Fresno.

- *Auto Tech I
- *Auto Tech II
- *Advanced Auto
- *Drafting I
- *Drafting II
- *Machine Tech I
- *Machine Tech II
- *Adv. Machine Tech

SAMPLE

GENERAL EDUCATION CLARIFICATION:

Complete lower division general education courses for GE certification and technical course preparation transferable to CA State University, Fresno. Students should obtain an Associate Degree (AA or AS) at this stage.

Obtain a Bachelor's Degree and prepare for a career in Industrial Arts & Technology, teaching in:

- *Automotive/Energy/ Transportation
- *Electricity/Electronics
- *Drafting
- *Metals
- *Graphic Arts
- *Woodworking

For More Information:

DEGREE AND TEACHING CREDENTIAL IN INDUSTRIAL ARTS & TECHNICAL EDUCATION

2 + 2 + 2 + 1 = TEACHER

2	2	2	1
YEARS AREA HIGH SCHOOL	YEARS FCC or KRCC COMMUNITY COLLEGE	YEARS CAL STATE UNIVERSITY, FRESNO	YEAR CAL STATE UNIVERSITY, FRESNO

2	years at your area High School	=	COLLEGE PREP CLASSES -General High School Education -Teachers of Tomorrow Club
2	years at Fresno City College or Kings River Community College	=	ASSOCIATE OF ARTS DEGREE -General Education or -Liberal Studies -Teacher Aide Certification
2	years at California State University, Fresno or Fresno Pacific College	=	BACHELOR OF ARTS DEGREE -Subject Area (e.g. Math, History, etc.) -Liberal Studies
1	year at California State University, Fresno or Fresno Pacific College	=	TEACHING CREDENTIAL -Multiple Subject (K-8) -Single Subject (9-12) -Specialist Teaching Credential

A Career as an Elementary or Secondary Teacher Offers:

A rewarding and satisfying experience helping students grow and succeed.

A challenging job teaching future generations.

A secure job with a starting salary of approx. $24,000 plus excellent fringe benefits, outstanding vacation and holiday plan.

IN A 2+2+2+1 PROGRAM, YOU CAN:

Begin work on your university degree and your career while still in high school.

Gain knowledge and skills that will smooth your transition into a community college and then a university.

Reduce the time required to earn a univeristy degree.

Increases your chances for success by taking advantage of the support activities provided during the process.

2 + 2 + 2 + 1

2 YEARS AREA HIGH SCHOOL

Through a planned education program, high school students can taken general education college prep courses and become a member of the Teacher of Tomorrow Club at your high school.

2 YEARS FCC or KRCC COMMUNITY COLLEGE

The transfer programs at Fresno City College and Kings River Community College are fully articulated with the School of Education at California State University, Fresno, or Fresno Pacific College and provide the appropriate lower division course of study leading to a junior year standing at the four-year institution of your choice.

2 YEARS CAL STATE UNIVERSITY, FRESNO

MULTIPLE SUBJECT

Students choose to be liberal studies majors (BA degree) because they wish to become teachers in elementary schools. The Liberal Studies student who wishes to be a teacher follows a very specific program designed to prepare the student for teaching in an elementary classroom. There is a different pattern of study for those students wishing to teach in Bilingual classrooms.

SINGLE SUBJECT

Students choosing to teach in departmentalized classroom typically found in middle or senior high school settings may check with their counselor for more information.

1 YEAR CAL STATE UNIVERSITY, FRESNO

MULTIPLE SUBJECT CREDENTIAL

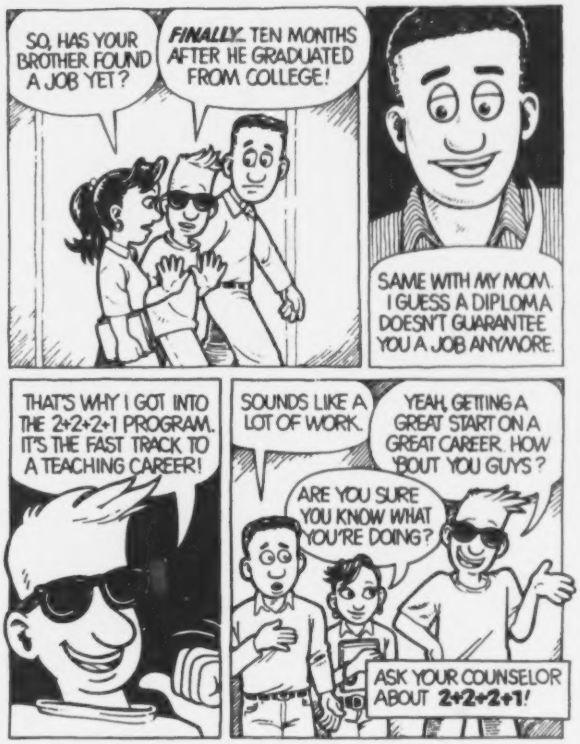
- -Multiple Subject Credential (General)
- -Multiple Subject Credential-Bilingual Cross-Cultural emphasis
- -Multiple Subject Credential-Early Childhood Education emphasis

SINGLE SUBJECT CREDENTIAL

- -Student is authorized to teach in the subject area of their choice.

SPECIALIZED TEACHING CREDENTIAL

- -Reading
- -Special Ed


SO, HAS YOUR BROTHER FOUND A JOB YET?
FINALLY... TEN MONTHS AFTER HE GRADUATED FROM COLLEGE!
SAME WITH MY MOM. I GUESS A DIPLOMA DOESN'T GUARANTEE YOU A JOB ANYMORE.
THAT'S WHY I GOT INTO THE 2+2+2+1 PROGRAM. IT'S THE FAST TRACK TO A TEACHING CAREER!
SOUNDS LIKE A LOT OF WORK.
YEAH, GETTING A GREAT START ON A GREAT CAREER. HOW 'BOUT YOU GUYS?
ARE YOU SURE YOU KNOW WHAT YOU'RE DOING?
ASK YOUR COUNSELOR ABOUT **2+2+2+1**!

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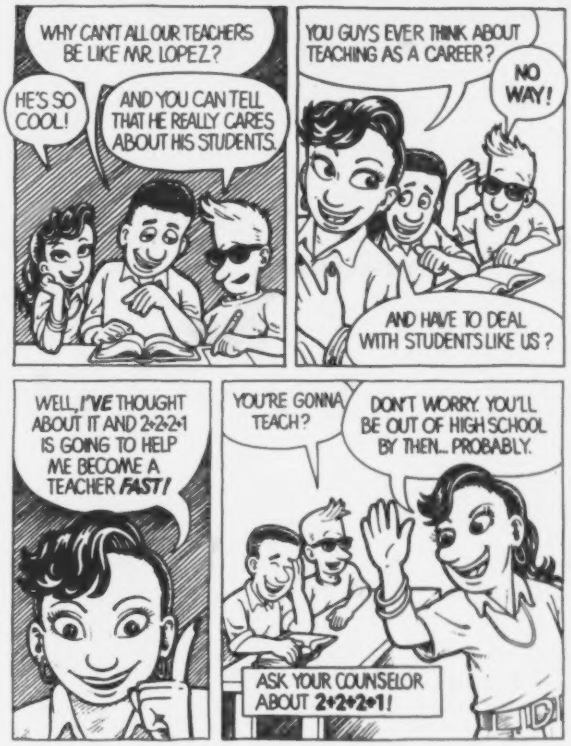
WHY CAN'T ALL OUR TEACHERS BE LIKE MR. LOPEZ?
HE'S SO COOL!
AND YOU CAN TELL THAT HE REALLY CARES ABOUT HIS STUDENTS.
YOU GUYS EVER THINK ABOUT TEACHING AS A CAREER?
NO WAY!
AND HAVE TO DEAL WITH STUDENTS LIKE US?
WELL, *I'VE* THOUGHT ABOUT IT AND 2+2+2+1 IS GOING TO HELP ME BECOME A TEACHER ***FAST!***
YOU'RE GONNA TEACH?
DON'T WORRY. YOU'LL BE OUT OF HIGH SCHOOL BY THEN... PROBABLY.
ASK YOUR COUNSELOR ABOUT **2+2+2+1**!

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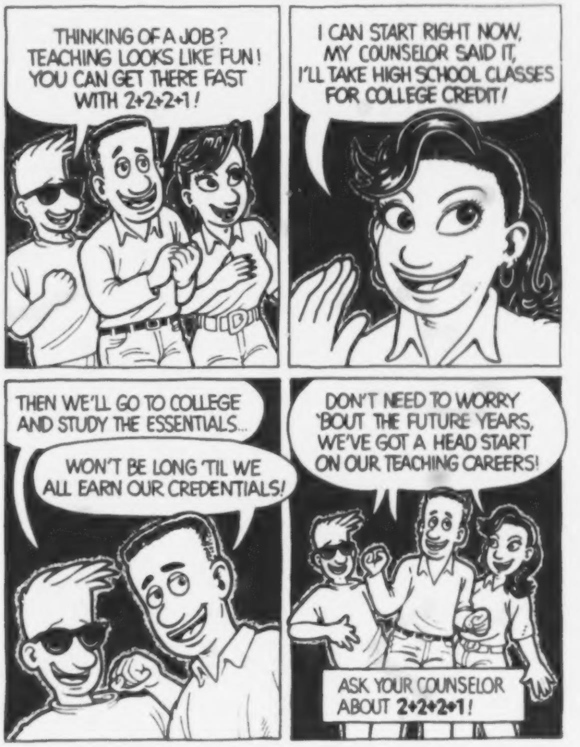
THINKING OF A JOB? TEACHING LOOKS LIKE FUN! YOU CAN GET THERE FAST WITH 2+2+2+1!
I CAN START RIGHT NOW, MY COUNSELOR SAID IT, I'LL TAKE HIGH SCHOOL CLASSES FOR COLLEGE CREDIT!
THEN WE'LL GO TO COLLEGE AND STUDY THE ESSENTIALS...
WON'T BE LONG 'TIL WE ALL EARN OUR CREDENTIALS!
DON'T NEED TO WORRY 'BOUT THE FUTURE YEARS, WE'VE GOT A HEAD START ON OUR TEACHING CAREERS!
ASK YOUR COUNSELOR ABOUT **2+2+2+1**!

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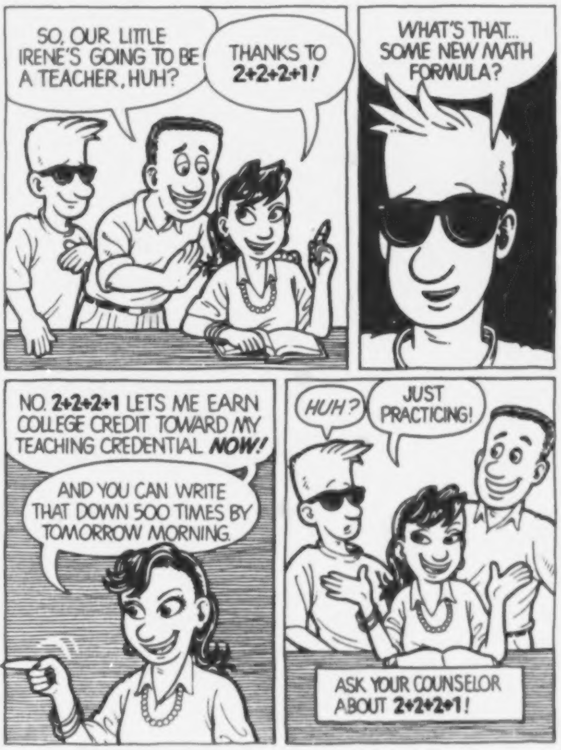
SO, OUR LITTLE IRENE'S GOING TO BE A TEACHER, HUH?
THANKS TO **2+2+2+1**!
WHAT'S THAT... SOME NEW MATH FORMULA?
NO. **2+2+2+1** LETS ME EARN COLLEGE CREDIT TOWARD MY TEACHING CREDENTIAL ***NOW!***
AND YOU CAN WRITE THAT DOWN 500 TIMES BY TOMORROW MORNING.
HUH?
JUST PRACTICING!
ASK YOUR COUNSELOR ABOUT **2+2+2+1**!

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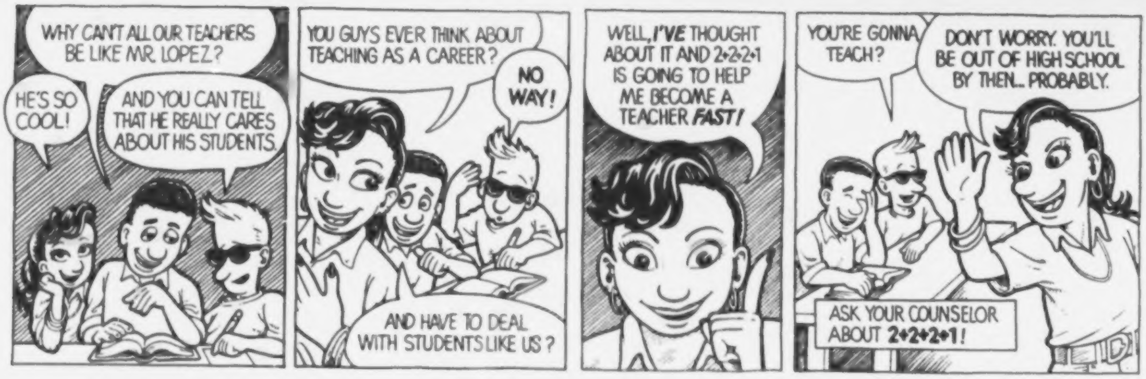
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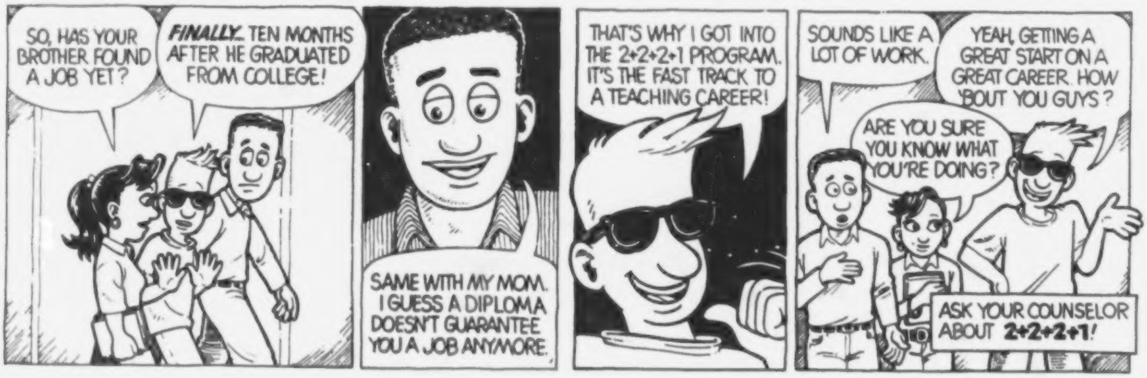
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YEAH, GETTING A GREAT START ON A GREAT CAREER. HOW 'BOUT YOU GUYS?
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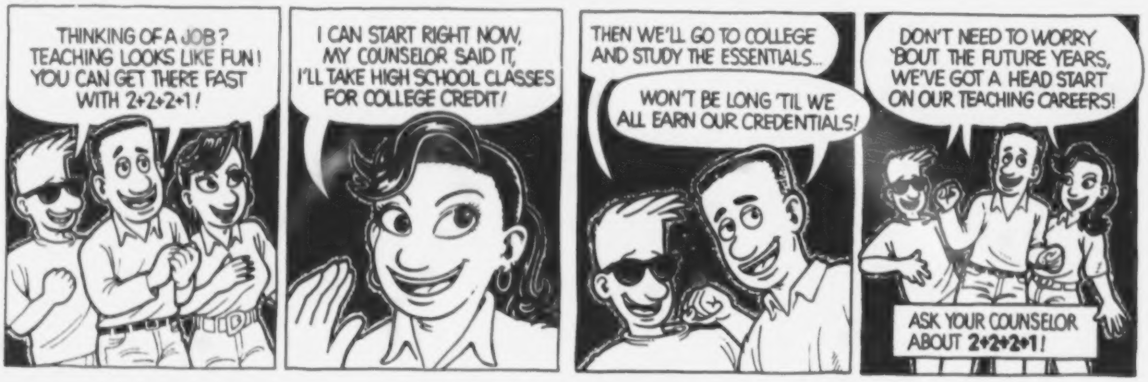
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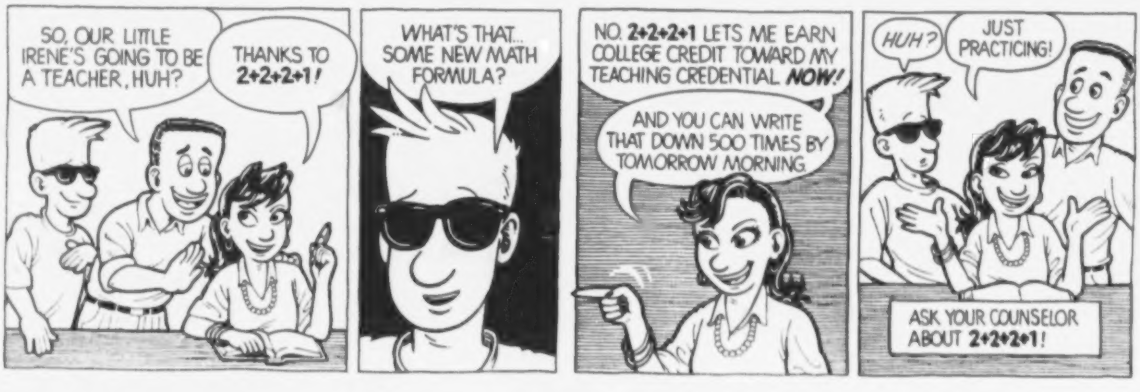
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AND YOU CAN WRITE THAT DOWN 500 TIMES BY TOMORROW MORNING.
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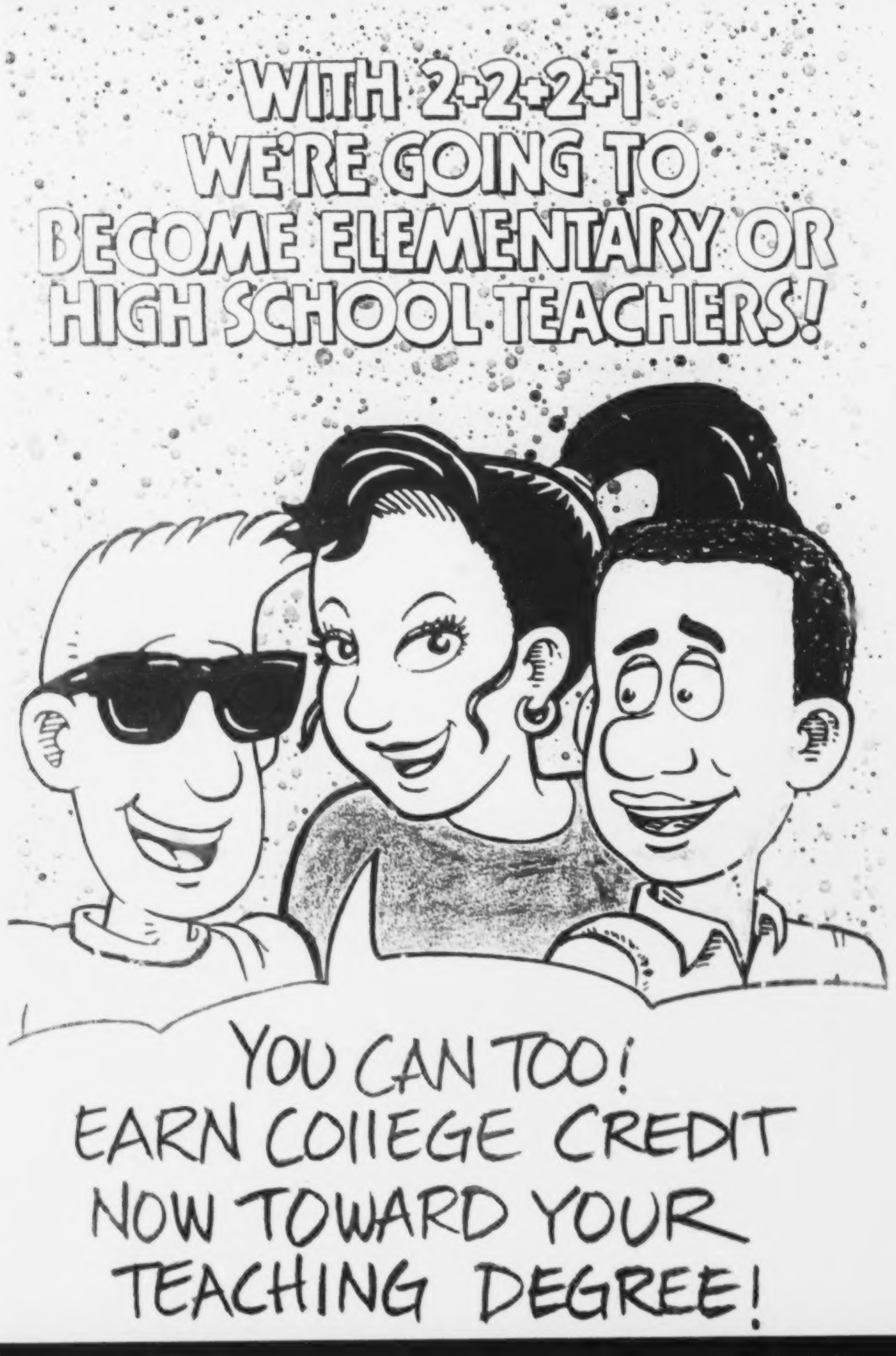
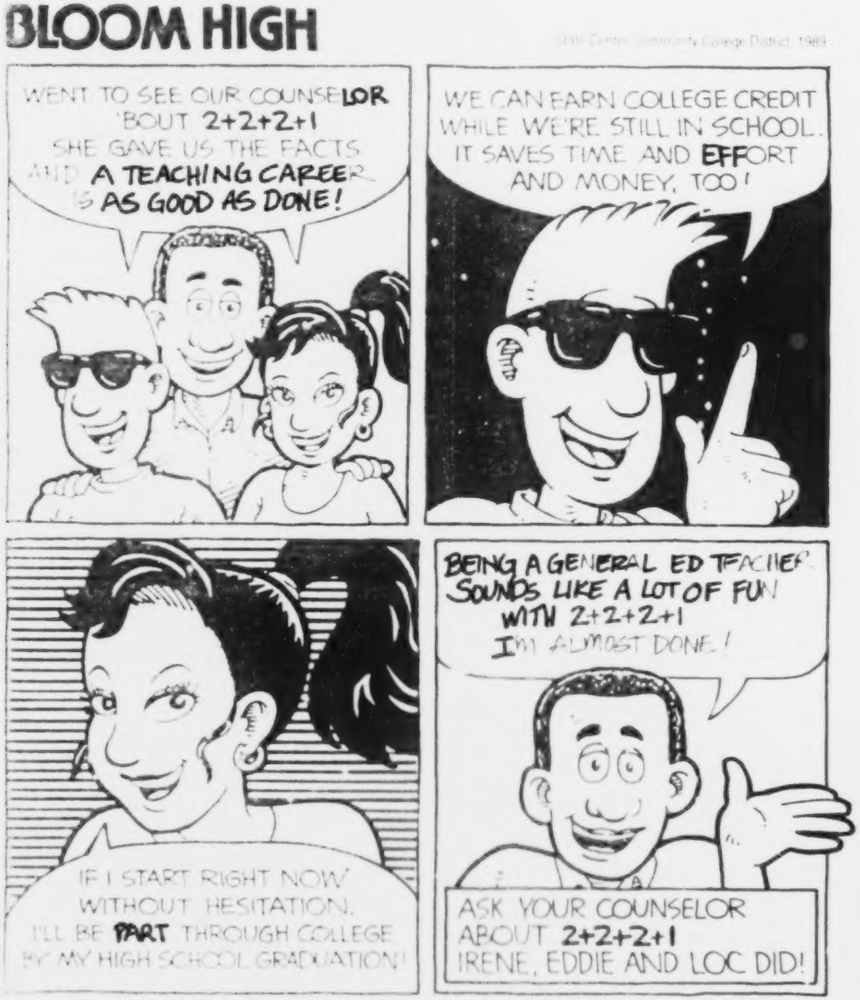
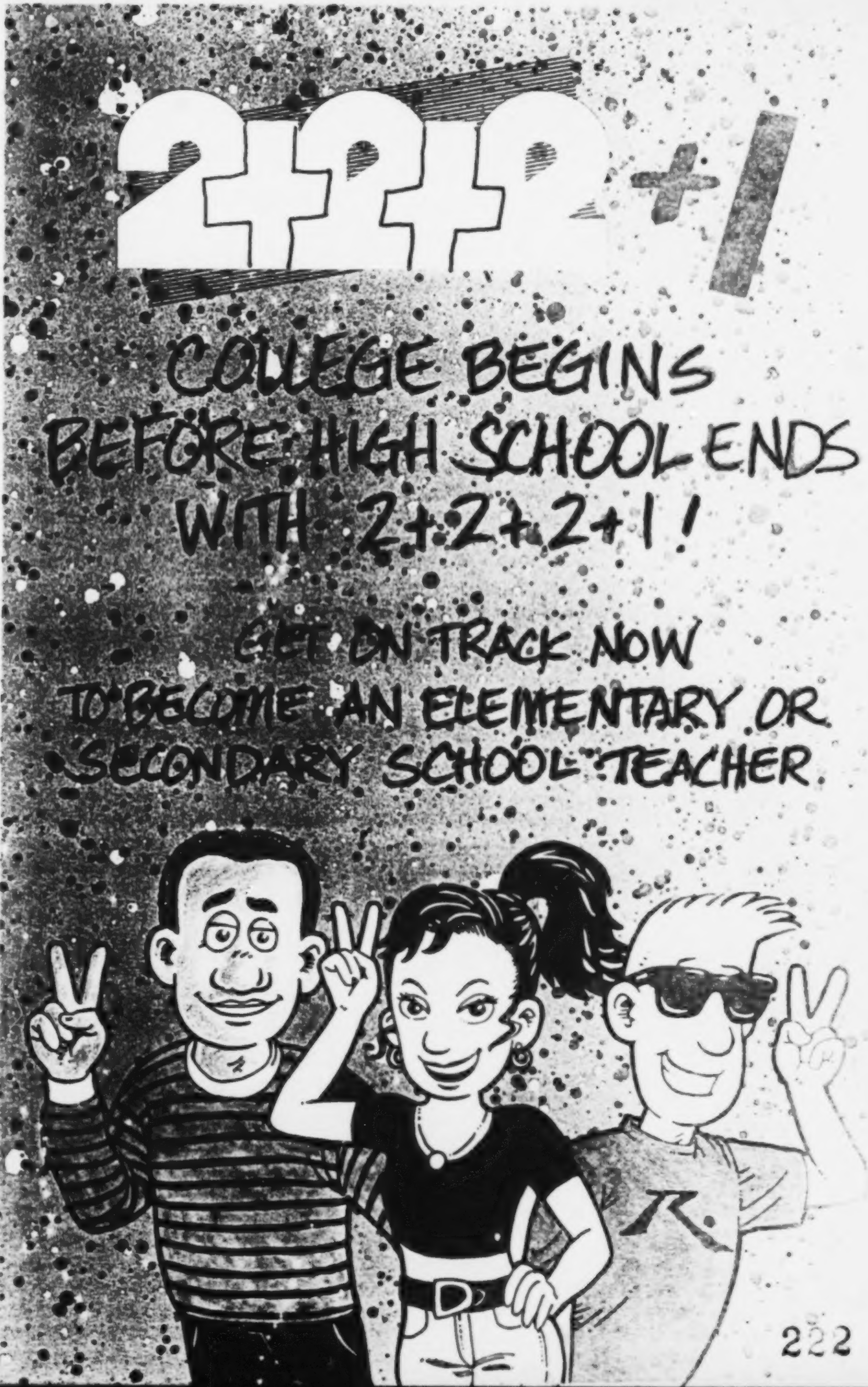

WITH 2+2+2+1 WE'RE GOING TO BECOME ELEMENTARY OR HIGH SCHOOL TEACHERS!
YOU CAN TOO! EARN COllEGE CREDIT NOW TOWARD YOUR TEACHING DEGREE!

HERE'S HOW THE BLOOM HIGH KIDS SEE IT!


BLOOM HIGH
State Center Community College District 1989
WENT TO SEE OUR COUNSELOR 'BOUT 2+2+2+1 SHE GAVE US THE FACTS AND A TEACHING CAREER IS AS GOOD AS DONE!
WE CAN EARN COLLEGE CREDIT WHILE WE'RE STILL IN SCHOOL. IT SAVES TIME AND EFFORT AND MONEY, TOO!
IF I START RIGHT NOW WITHOUT HESITATION, I'LL BE PART THROUGH COLLEGE BY MY HIGH SCHOOL GRADUATION!
BEING A GENERAL ED TEACHER SOUNDS LIKE A LOT OF FUN WITH 2+2+2+1 I'M ALMOST DONE!
ASK YOUR COUNSELOR ABOUT 2+2+2+1 IRENE, EDDIE AND LOC DID!


2+2+2+1
COLLEGE BEGINS BEFORE HIGH SCHOOL ENDS WITH 2+2+2+1!
GET ON TRACK NOW TO BECOME AN ELEMENTARY OR SECONDARY SCHOOL TEACHER.

GET STARTED ON YOUR TEACHING CAREER RIGHT NOW!

WITH 2+2+2+1, YOU CAN GET A HEAD START ON EARNING THE COLLEGE DEGREE AND TEACHING CREDENTIAL YOU WILL NEED TO BECOME A K-8, 7-12 OR SPECIAL EDUCATION TEACHER. WHEN YOU COMPLETE THE 2+2+2+1 PROGRAM, YOU'LL BE ABLE TO CHOOSE YOUR JOB MARKET, AND, YOU'LL BE QUALIFIED TO EARN A STARTING SALARY OF $24,000 OR MORE! SO WHAT ARE YOU WAITING FOR?

*WITH 2+2+2+1, **YOU CAN PLAN TO BE A GENERAL EDUCATION TEACHER WHO TEACHES MANY SUBJECTS, OR YOU CAN SPECIALIZE IN A SINGLE SUBJECT, SUCH AS:***

AGRICULTURE
ART
BUSINESS
ENGLISH
ENGLISH-SPEECH
ENGLISH-DRAMA
FOREIGN LANGUAGES
HEALTH SCIENCE
HOME ECONOMICS
INDUSTRIAL ARTS
LIFE SCIENCE
MATHEMATICS
MUSIC
PHYSICAL EDUCATION
PHYSICAL SCIENCE
SOCIAL SCIENCE

AND, YOU CAN BUILD YOUR CAREER ON A BILINGUAL, CROSS-CULTURAL EMPHASIS OR ON AN EARLY CHILDHOOD EDUCATION EMPHASIS.

HERE'S HOW 2+2+2+1 ADDS UP:

2 YEARS AT YOUR AREA HIGH SCHOOL EARNS YOU A HIGH SCHOOL DIPLOMA

+2 YEARS AT FRESNO CITY COLLEGE OR KINGS RIVER COMMUNITY COLLEGE EARNS YOU AN ASSOCIATE DEGREE

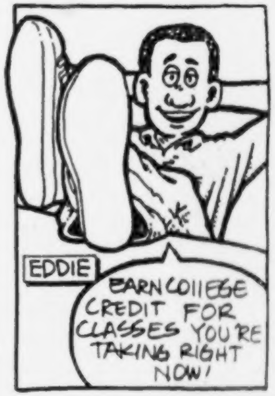
+2 YEARS AT FRESNO STATE EARNS YOU A BACHELOR'S DEGREE

+1 YEAR AT FRESNO STATE EARNS YOU A TEACHING CREDENTIAL

= A WELL-PAID CAREER AS A TEACHER!

IF YOU ACT NOW YOU CAN...

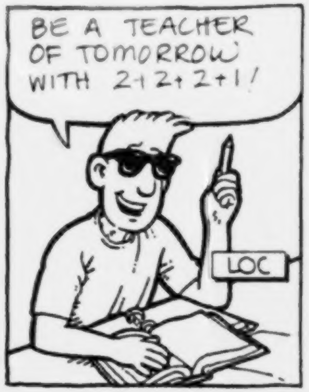
BEGIN YOUR SUCCESSFUL CAREER AS A TEACHER WHILE YOU'RE STILL IN HIGH SCHOOL . . .


EDDIE
EARN COLLEGE CREDIT FOR CLASSES YOU'RE TAKING RIGHT NOW!

GET A HEAD START ON YOUR FUTURE!
IRENE

. . . AND, WITH 2+2+2+1, YOU CAN CHOOSE THE GRADE LEVELS AND SUBJECTS YOU WANT TO TEACH.

IT'S **YOUR** CHOICE. MAKE THE FIRST MOVE TOWARD A GOOD CAREER. ASK YOUR COUNSELOR ABOUT 2+2+2+1—**TODAY!**


BE A TEACHER OF TOMORROW WITH 2+2+2+1!
LOC

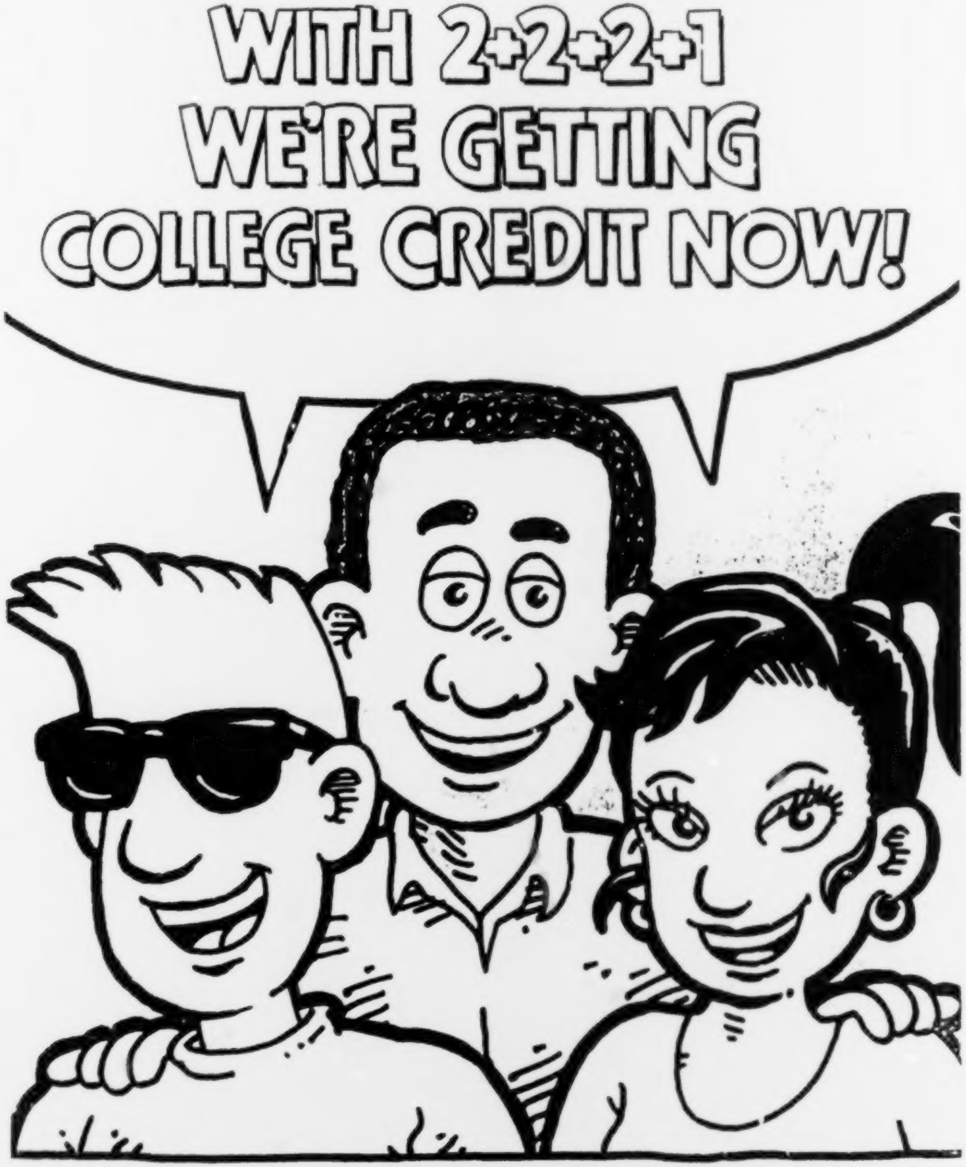
2+2+2 EQUALS COLLEGE CREDIT, NOW!

Sponsored By:
State Center Community College District
Fresno City College
Kings River Community College

In Cooperation With:
California State University, Fresno And The Following School Districts:

Caruthers Union High
Central Unified
Clovis Unified
Coalinga Unified
Dinuba Joint Union High
Firebaugh-Las Deltas Unified
Fowler Unified
Fresno Unified
Kerman Unified
Kingsburg Joint Union High
Kings Canyon Unified
Laton Unified
Madera Unified
Mariposa Unified
Parlier Unified
Riverdale High
Sanger Unified
Sierra Joint Union High
Tranquility High
Washington Union High
Yosemite High

And
Fresno Metropolitan Regional Occupational Program
Valley Regional Occupational Program


WITH 2+2+2+1 WE'RE GETTING COLLEGE CREDIT NOW!

TO BECOME
AN INDUSTRIAL ARTS OR
TECHNICAL ED TEACHER OF TOMORROW!

IF YOU ACT NOW YOU CAN...

TURN YOUR SKILLS INTO A SUCCESSFUL CAREER TEACHING INDUSTRIAL ARTS AND TECHNICAL EDUCATION . . .

BE A TEACHER OF TOMORROW WITH 2+2+2+1!
EDDIE

EARN COLLEGE CREDIT FOR CLASSES YOU'RE TAKING RIGHT NOW!
IRENE

. . . AND THE BEST PART IS YOU CAN START **RIGHT NOW** TO EARN YOUR DEGREE AND TEACHING CREDENTIAL.

SO WHAT ARE YOU WAITING FOR? CHECK OUT 2+2+2+1 AT YOUR COUNSELOR'S OFFICE **TODAY!**

GET A HEAD START ON YOUR FUTURE!
LOC

BEST COPY AVAILABLE

2+2+2+1

EQUALS COLLEGE CREDIT NOW FOR A FAST TRACK TO A TEACHING CAREER

GET STARTED ON YOUR CAREER RIGHT NOW!

WITH 2+2+2+1, YOU CAN GET A HEAD START ON EARNING THE COLLEGE DEGREE AND TEACHING CREDENTIAL YOU WILL NEED TO BECOME AN INDUSTRIAL ARTS OR TECHNICAL EDUCATION TEACHER. WHEN YOU COMPLETE THE 2+2+2+1 PROGRAM, YOU'LL ENTER ONE OF THE FASTEST GROWING CAREER FIELDS TODAY, AND, YOU WILL BE QUALIFIED TO EARN A STARTING SALARY OF $24,000 OR MORE! SO WHAT ARE YOU WAITING FOR?

WITH 2+2+2+1, YOU CAN BEGIN YOUR CAREER IN THESE FIELDS:

ARCHITECTURE I, II
AUTO TECH I, II
ADVANCED AUTO
CABINETMAKING
DRAFTING I, II
ELECTRONICS
GRAPHICS/PRINTING I, II
METALS I, II
POLICE SCIENCE
VOCATIONAL WOODWORKING
WELDING
WOODS I, II

HERE'S HOW 2+2+2+1 ADDS UP:

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= A WELL-PAID CAREER AS A TEACHER!

BLOOM HIGH

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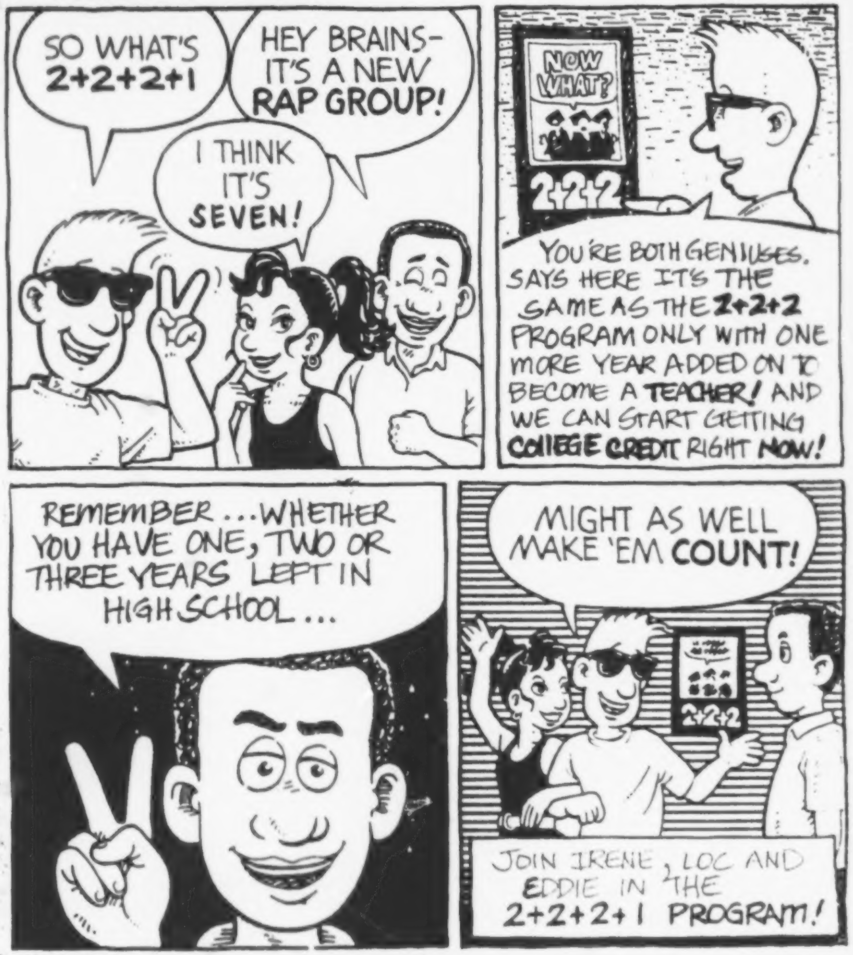
SO WHAT'S 2+2+2+1
HEY BRAINS- IT'S A NEW RAP GROUP!
I THINK IT'S SEVEN!
NOW WHAT?
2+2+2
YOU'RE BOTH GENIUSES. SAYS HERE IT'S THE SAME AS THE 2+2+2 PROGRAM ONLY WITH ONE MORE YEAR ADDED ON TO BECOME A TEACHER! AND WE CAN START GETTING COLLEGE CREDIT RIGHT NOW!
REMEMBER ... WHETHER YOU HAVE ONE, TWO OR THREE YEARS LEFT IN HIGH SCHOOL ...
MIGHT AS WELL MAKE 'EM COUNT!
2+2+2
JOIN IRENE, LOC AND EDDIE IN THE 2+2+2+1 PROGRAM!

FOR MORE INFORMATION, SEE YOUR COUNSELOR NOW!

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2+2+2
EQUALS COLLEGE CREDIT, NOW!

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Fresno City College
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Central Unified
Clovis Unified
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Firebaugh-Las Deltas Unified
Fowler Unified
Fresno Unified
Kerman Unified
Kingsburg Joint Union High
Kings Canyon Unified
Laton Unified
Madera Unified
Mariposa Unified
Parlier Unified
Riverdale High
Sanger Unified
Sierra Joint Union High
Tranquility High
Washington Union High
Yosemite High

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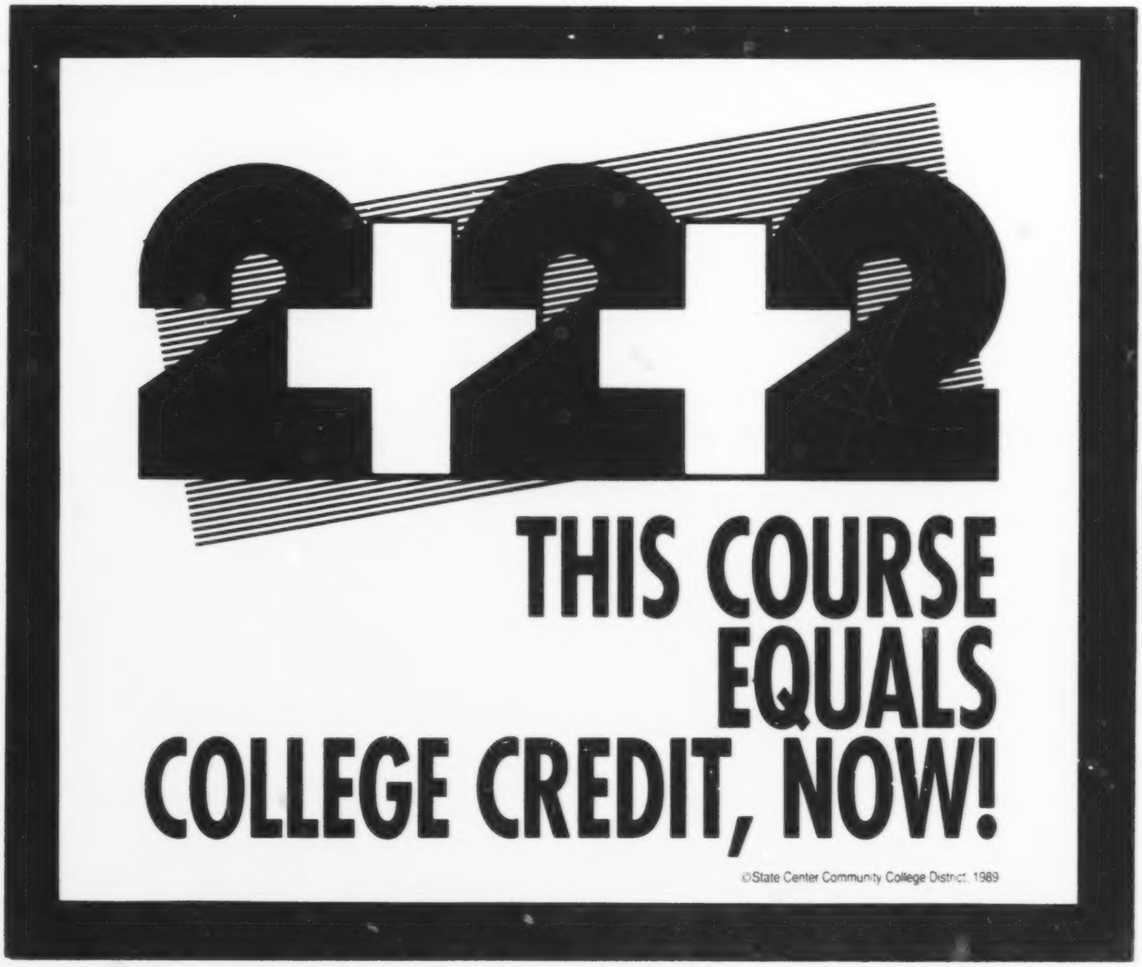

2+2+2

THIS COURSE EQUALS COLLEGE CREDIT, NOW!

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2+2+2

CERTIFICATE OF CREDIT

This Is To Certify That

Student Name
Social Security Number

On
Date

Completed

Course Title

And Has Met The Requirements Of The 2+2+2 Agreement For College Credit.

School Name And Stamp
Instructor's Signature
Date

If You Wish To Receive Credit For This Course,
This Certificate Should Be Presented To The College At The Time Of Application For Admission.

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ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
SEP 11 1992

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